

Annual Report
Of the
Desegregation Monitoring
Committee

May 1, 2000

Tennessee Higher Education Commission
Tennessee Board of Regents
University of Tennessee

DESEGREGATION MONITORING COMMITTEE REPORT
MAY 1, 2000

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**Minutes from the Desegregation Monitoring Committee
Annual Meeting
Tennessee Higher Education Commission
Nashville, TN 37209
April 30, 1999**

Committee Members Present:
Tennessee Higher Education Commission
Mr. Joe Lancaster, Chairman
Mr. A.C. Wharton
Dr. Richard Rhoda
Ms. Lisa Verble, (via conference call)

University of Tennessee
Dr. Joseph Johnson
Ms. Barbara Castleman

Tennessee Board of Regents
Dr. Sidney McPhee (For Chancellor Charles Smith)
Dr. Maxine Smith
Ms. Demetra Boyd
Ms. Nancy Washington

Chairman Joe Lancaster called the meeting to order at 10:15 a.m. after a quorum was established. Members were welcomed and four new members, (Barbara Castleman, Demetra Boyd, Lisa Verble and Nancy Washington), were introduced to the committee. The agenda was unanimously adopted after a motion was made by Dr. Joseph Johnson and seconded by Dr. Richard Rhoda. The minutes from the previous DMC meeting were also unanimously adopted after a motion by Dr. Johnson was seconded by Ms. Boyd.

Dr. Rhoda informed the committee that David Ewing was no longer on the Commission staff and introduced a new staff member, Brian Noland. He highlighted the statewide overall increase in the number and percentage of African American administrators, faculty and professionals. Statewide, the number of African American professionals has increased by 28 making the total number 579. Corrections were made on the report headings; there was a mistake that should have read "employees or staff" and not "students". There was also a correction to the statistic showing an increase in African American students that was changed to show a statewide increase of 134.

Dr. Rhoda pointed out the only decrease in African Americans among the student categories was in the College of Veterinary Medicine, which had a decrease of one student.

Brian Noland was introduced to present the findings of a special project undertaken over the last year. The purpose of the project was to capture the African American students' perspective and satisfaction with their educational experience. This project was a result of Mr. Wharton's call to get behind the numbers. Mr. Noland acknowledged the assistance provided by both boards and the institutions that participated. He pointed out that there were three aspects of this study. The first involved videotaped interviews prepared by the two systems. In these videos the students provided candid comments of their college experiences. Although this included both positive and negative experiences, it was reported that overall, the students' experiences were positive.

The next aspect involved the use of focus groups made up of students from six institutions. From UT, students represented the Knoxville, Chattanooga and Martin campuses. The three TBR universities included East Tennessee State University, the University of Memphis and Middle Tennessee State University. Mr. Noland pointed out that responses ranged from a 65-year-old student to a 17-year-old freshman. He stated the students were asked what they thought of their college experience, and whether their experience was positive or negative. The responses most often expressed were the friendships they developed as well as the experiences presented to them through their minority cultural affairs centers and directors.

The final element of the project was the analysis of enrolled student survey data. Every other year as a part of the Performance Funding program, surveys of enrolled juniors and seniors are conducted. In the most recent cycle the survey was given to over 39,000 students, of whom about 5,500 were African American. Mr. Noland described how staff identified specific questions, the answers to which were used to determine whether there were significant differences between African American's perceptions of the college experience and those of their Caucasian counterparts. Although there were some differences, they were slight; when compared with perceptions of their peers in other states, Tennessee African American students are very satisfied with their college experience. In 1991, the Southern Regional Education Board conducted an analysis in 19 states that once had dual or separate systems of higher education. In that survey, 51.9 percent of African American students said they would return to their present institution. In contrast, our survey indicates 64 percent said they would return. Mr. Noland expressed that race relations on Tennessee campuses have shown few instances of racial disharmony.

Dr. Sidney McPhee made the Tennessee Board of Regents presentation in Chancellor Charles Smith's absence. He stated although there is still work to be done, the information in the report showed that the steps taken to implement the Stipulation are clearly making a difference. Dr. McPhee acknowledged the work of others at TBR who assisted in the effort and the preparation of this report. He pointed out General Counsel Christine Modisher, Vice-Chancellor John Rudley, Dr. Victor Ukpole, Dr. Lynda Phillips-Madson, Ms. Donna Ashford, Dr. George Malo and others as being instrumental in the preparation.

He reported that the number of African American administrators who are employed at TBR institutions excluding Tennessee State University, has almost tripled since 1985. The number of African American faculty at universities excluding Tennessee State University has more than doubled during that same time period. Although the total number of African American faculty, omitting Tennessee State University and Shelby State, has increased by 177 since 1985, the percentage of all faculty who are African American is 6 percent for the universities and 8 percent for the community colleges.

Dr. McPhee assured the committee that campuses were continuing to exert a serious effort in recruiting African American candidates, including advertising in minority publications such as Black Issues in Higher Education, as well as making personal contacts.

Dr. McPhee then highlighted issues that place Tennessee institutions at a disadvantage in regards to recruiting and retaining African American faculty. He pointed to the gap between the faculty salaries offered in Tennessee and the national average as the main issue affecting our ability to attract and retain African American faculty. He indicated that TBR is attempting to address this situation by bringing the issue and its negative effects to the attention of members of the General Assembly and other key groups.

Dr. McPhee proceeded briefly with the area of student enrollment and retention. He indicated that since 1985, the number of African American undergraduates has increased by 52.5 percent and since 1994, the percentage has increased by an average of 2 percent per year. The current undergraduate African American population is 31.1 percent. Dr. McPhee specifically noted an institution that has seen an increase in African American student enrollment is the University of Memphis Cecil C. Humphreys School of Law. The school has sustained its enrollment and in fact, has exceeded its objectives each year since 1995.

Two other areas of progress are found at Tennessee State University. Specifically, the fall enrollment of Caucasian students in the dental hygiene program was 52 percent. Additionally, the fall undergraduate enrollment in the Tennessee State University special education program was composed of 50 percent Caucasian students.

The areas of concern discussed by Dr. McPhee included Tennessee State University's inability to meet its Caucasian undergraduate enrollment objective, as well as Tennessee Technological University's inability to meet its African American undergraduate enrollment objective. Dr. McPhee assured the committee that the Board was working very closely with these institutions to develop other strategies to address these persistent difficulties.

The next portion of the TBR report updated the committee on the new African American appointments in the TBR central office. The new appointments include: Dr. Robbie Kendall-Melton, Assistant Vice Chancellor for Academic Affairs (who also serves as the Executive Director for the Renaissance Center); Attorney James Floyd, Assistant General Counsel; and Dr. Victor Ukpolo, who assumed interim responsibilities as Associate Vice Chancellor of Academic Affairs.

Dr. McPhee next reported on the Geier internship program which was renamed the Tennessee Board of Regents Geier Fellows Leadership Program. The purpose of the program is to provide administrative staff experience in a governing board setting with the goal of increasing the pool of qualified African Americans available for consideration for permanent appointments. The first class of Geier Fellows was as follows: Dr. Christopher Crowell, who was hired by Middle Tennessee State as a research development specialist following his assignment as a Geier fellow in Middle Tennessee State Academic Affairs; Ms. Celina Grimes, was promoted to Director for Institutional Research at State Tech at Memphis; Ms. Gladys Jones was assigned to the Tennessee State University College of Business as part of an on-campus component of the program; Dr. Deborah Joyce has been appointed the Director of the Tennessee Black Healthcare Commission; and Mr. Thomas Walker was promoted to Director of Academic Affairs in Advising at State Tech at Memphis.

Dr. McPhee announced that an unexpected but welcome turn of events, involved former TBR fellow Allegra Montgomery. She had previously served as legal intern and was pursuing a legal career, but recently made the decision to pursue a career in higher education after being appointed the Coordinator of Placement and Cooperative Education at Volunteer State Community College.

Dr. McPhee announced the new Geier fellows which included: Dr. Larita Alford, Dean of Instruction and Associate Professor of English at Columbia State Community College; Dr. Barbara Buchanan, Associate Professor of Nursing at Austin Peay State University; Dr. Murle Kenerson, Head Reference Librarian and Assistant Professor of Library Sciences at Tennessee State University; Dr. Warren Mackey, Professor of History at Chattanooga State Technical Community College; and Dr. Ercille Williams, Special Assignment in the Office of the President at Mississippi State Technical Community College.

Dr. McPhee next provided a brief synopsis of the contents of the focus group video. The viewing of the video concluded the TBR report.

Mr. Lancaster recognized Dr. Joseph Johnson, President of the University of Tennessee. He acknowledged the great contribution Dr. Johnson has made to the state in his years of service.

President Johnson then gave the University of Tennessee report. He reported that UT Chattanooga had almost 1200 African American undergraduates, which exceeded their enrollment objective of 15.7 percent. This was accomplished by recruiting from Shelby County and implementing a quality scholarship program for African American students. A second high point was the College of Medicine in Memphis where African American enrollment was up for the fifth consecutive year. In 1994, there were 54 African American medical students and this year, 101, making up nearly 15 percent of the total enrollment. The school of Pharmacy has also seen an increase from 41 African American students two years ago to 54 students this year.

President Johnson then reported that at UT Knoxville, while there needs to be more effort at attracting African Americans, the graduation rate is phenomenal compared with other schools. He also reported that there were 188 African American freshmen two years ago and the total has increased to 267 last fall, a 42 percent increase. The objective for total African American undergraduate enrollment is 11 percent and the university is currently at 5.9 percent. However, there has been a 107 percent increase in total African American applicants since 1994. In the fall of 1994, there were 563 African Americans and almost 1200 for the coming fall. This shows the effort that UT is placing in minority recruitment.

President Johnson gave a brief synopsis of the content of the focus group video of UT students. He reported that a few findings from the videos include: students from predominantly African American high schools must make a greater adjustment; the academic programs and services for minorities were rated positively, and the students would like to see more African American faculty along with content that is more inclusive to African Americans. Also, these students reported a dislike in being pinpointed as minorities and being expected to be representative of all African Americans.

Dr. Johnson then acknowledged those who participated in the production of the video including: Katie High, Judy Devine, Jane Redmond, Jo Milton, K. Paul Jones, Bill Berry, Bill Aiken, Hellenna Terrell, and Nina Elliot.

A.C. Wharton responded to the students in the videos and expressed that the whole idea of respecting them and making them feel involved must come from everyone and not a particular department or official on campus. He then commented on Tennessee State University by expressing his concerns about the efforts to increase white student enrollment. He stated it was offensive to all fair-thinking African American people to say that the only way Tennessee State can be a quality institution is to get rid of its racial identification.

Dr. McPhee responded to Mr. Wharton's comments by stating it was not the intent of the Board to imply that Tennessee State's failure to achieve its 50 percent white enrollment objective meant it is not a quality institution. He continued to state that the Tennessee Board of Regents has a responsibility in regards to the Stipulation and until informed otherwise, they need to be as vigilant with Tennessee State University as with the others.

Mr. Wharton responded by stating that the belief in this country that separate is inherently unequal goes back to the 1954 decision in Brown v. Board of Education. His opinion was that, as it relates to the Geier Stipulation's treatment of Tennessee State University, a 1954 statement can not be mechanically integrated into a 1999 or 2000 issue and broadly say that everything separate has to be inferior or unequal. The logic supposedly behind erasing Tennessee State University's racial identification is that as long as it is racially identifiable as an institution there is something wrong with it, which he believes not to be true. He continued by stating if there is nothing wrong with Tennessee State University, it should be left alone.

Mr. Wharton concluded by stating that he was disturbed about expectations as it relates to enrollment. His opinion was the culture of Tennessee State University makes it almost impossible to maintain a 50 percent black/white enrollment and therefore 50 percent is an unfair target. If the city of Memphis is 55 percent African American and Nashville is 20 percent African American and the state is 18 to 20 percent African American, Mr. Wharton inquired why Tennessee State University should be expected to reach a 50% white enrollment. He also asked, why Tennessee State University's expectation should be so much greater than that of the University of Memphis or the University of Tennessee, Memphis. He assured the committee that the institutions have come a long way but we want to keep our eyes on that prize.

Ms. Kate Eyler, Deputy Attorney General, brought the committee up to date on the activities that have occurred under the Geier Stipulation in the past year and the developments in this area of the law. She explained that under the Stipulation, if one of the plaintiffs has an objection, question, or complaint against the defendant he should first address the issues in writing to counsel. The next step would be to try and work out a solution short of going back into court. The option to go to court and seek further relief is to be pursued only as a last resort.

Ms. Eyler highlighted recent issues in the Geier case such as the challenge to the University of Tennessee's presidential search committee and selection process. The plaintiffs complained that originally there were no African Americans and only one female on the search committee. The plaintiffs took the position that it violated the Stipulation, and therefore other statutes requiring diversity on boards and commissions. Ms. Eyler reported that the attorney general filed a motion for a protective order with the court to prevent the plaintiffs from proceeding with their plan to depose Bill Samson and Jim Haslam on this issue. The court granted the state's motion and did not allow the plaintiffs to take depositions.

Ms. Eyler reported the plaintiffs have more recently questioned the proposed plan for the University of Memphis to have a Resort Management program and training facility. Plaintiffs contended that it is duplicative of a program at Tennessee State University and it would undercut enhancement of that program and, therefore violate Geier. Ms. Eyler pointed out that the presence of the program at the University of Memphis alone does not necessarily violate the Stipulation of Settlement. When the University of Memphis files a proposal with the Tennessee Board of Regents, it will review and study the proposal to determine whether it is duplicative or needed and take into account the requirements of Geier.

Ms. Eyler closed by challenging the Committee to reflect on where we are in this process. She indicated that, over the past year she had met with staff from the Tennessee Higher Education Commission, University of Tennessee and Tennessee Board of Regents to discuss the Stipulation and its viability. Although there have not been any particular recommendations at this point, Ms. Eyler indicated that she and staff have reviewed and discussed those elements of the Stipulation which may not be workable and those areas that may need revision. One of the obligations within the next year will be to meet again with staff to seek their leadership as to specific recommendations.

Mr. Wharton then asked what would be the procedure to get the court to take a look at the other race requirement for Tennessee State University?

Ms. Eyler responded that the process would have to start with the Tennessee Board of Regents staff who could study the questions and make recommendations, along with Dr. James Hefner as to what would be appropriate and the justification for the recommendation. She further indicated that one way to approach this process instead of going back into court, would be to discuss the issue with the plaintiffs. If it required going back to court, we would need to be prepared to show why the Stipulation is no longer appropriate.

There were no new business agenda items or announcements.
The meeting was adjourned until the May 1, 2000 meeting.

EXECUTIVE SUMMARY
TENNESSEE HIGHER EDUCATION COMMISSION
MAY 1, 2000

The Desegregation Monitoring Committee is a product of the Stipulation of Settlement in *Geier v. Sundquist*. The Committee produces an annual report on the progress of desegregation efforts of all institutions. The goals found in the Stipulation include, but are not limited to, the following:

- Ensuring student access, success and equal opportunity at Tennessee's public institutions of higher education;
- Promoting fair and inclusive college admission standards and requirements;
- Raising the numbers of 'other race' students to accomplish non-racially identifiable institutions;
- Enhancing teacher preparation and recruitment strategies.

The purpose of this annual report is to point out the accomplishments and areas of needed improvement of desegregation activities in Tennessee higher education institutions. Included are narratives from the Tennessee Board of Regents and University of Tennessee covering three areas: Areas of Success, Areas of Progress, and Areas that Need Improvement. Also, included are tables that provide a campus by campus census of students, faculty, administrators and professionals by race. Following is a summary of the progress made over the past year.

Administration, Faculty, and Staff Employment in 1999-2000

There has been an increase in the percentage of African-American professionals statewide of 2.74 percent over the previous year which reflects an increase of 15, from 579 to 594. The percentage of African-American administrators also had an increase of 1.59 percent reflecting an increase of 10 over last year's total of 152. The presence of African-American faculty increased only slightly this year by .26 percent, 520 to 532. Contributing to the increased percentage of African-Americans in each of these categories is a decrease of white employees when compared to the previous year.

Table 1
1998-99 Employment for
Tennessee Public Institutions

	1998 Percentage of African- Americans of Total	1998 African- American Employees	1998 Grand Total	1999 Percentage of African- Americans of Total	1999 African- American Employees	1999 Grand Totals
Administrators	11.25%	152	1,351	12.84%	162	1,262
Faculty	7.54%	520	6,894	7.80%	532	6,823
Professionals	11.68%	579	4,958	14.42%	594	4,120

Enrollment Achievements in 1998-99

The enrollment of African-American undergraduate students has increased from 16.91 percent to 17.39 percent which is the result of an additional 801 undergraduates from the previous year, from 24,143 to 24,944. The percentage of African-American graduate students continued to grow from 11.80 percent in 1998 to 12.34 percent in 1999. An additional 72 students, from 2,326 to 2,398, make up the .54 percent increase in African-American graduate students.

There were two areas with an increase of 1 percent or more. Specifically, the field of Dentistry saw the highest increase among the professional schools with a 2.21 percent increase in African-Americans. This increase consisted of an additional 7 African-American students going from 19 in 1998 to 26 in 1999. The field of Pharmacy was the only other category to show an increase of at least 1 percent with a 1.47 percent increase that included an additional 5 students from the previous year going from 54 to 59.

There were two areas where the number of African-American students declined; Law and Veterinary Medicine. Although the Law schools increased in

percentage of African-American student matriculation from 9.84 percent to 10.10 percent, the actual number of students decreased by 1 from 93 to 92. The percent of African-Americans in Veterinary Medicine decreased by one student (from 3 to 2) and also decreased from 1.2 percent to .78 percent.

The overall total of African-American student matriculation at all Tennessee public institutions increased by 881 students which represented a .5 percent improvement.

**Table 2
1998-99 Enrollment of
Tennessee Public Institutions**

	1998 Percentage of African- Americans of Total	1998 African- American Students	1998 Grand Totals	1999 Percentage of African- Americans of Total	1999 African- American Students	1999 Grand Totals
Undergraduates	16.91%	24,143	142,747	17.39%	24,944	143,439
Graduates	11.80%	2,326	19,715	12.34%	2,398	19,432
Law	9.84%	93	945	10.10%	92	911
Dentistry	6.23%	19	305	8.44%	26	308
Medicine	13.12%	122	930	13.19%	120	910
Pharmacy	13.74%	54	393	15.21%	59	388
Vet Medicine	1.20%	3	250	.78%	2	255
Total	16.19%	26,760	165,285	16.69%	27,641	165,643

Conclusion

The data in this report demonstrate continued improvement in the employment and matriculation of African Americans at Tennessee's public institutions of higher education. Specific conclusions with regard to this data:

- Most student categories measured in this report note increased participation by African-Americans;
- The few categories that showed decline in African-American matriculation did not surpass the levels of increase in the total number and percentage of African-American students; and
- All areas of African-American employment depicted an increase in actual number of administration and faculty as well as percentages of administration and faculty.

Together, the Tennessee Board of Regents and The University of Tennessee System have advanced in the common goal of increasing African-American participation in Tennessee's institutions of higher education. The areas that have not risen will continue to be targeted and examined to create methods of improvement. The Commission remains committed to its role of coordinating the implementation of the Stipulation of Settlement in *Geier*.

EXECUTIVE SUMMARY THE TENNESSEE BOARD OF REGENTS

This executive summary provides an overview of the desegregation activities of the Tennessee Board of Regents (TBR) and highlights areas of success, areas where significant progress has been accomplished, and areas that need improvement. More detailed information is provided in two narrative reports which follow this summary: 1) the 1999 Report of Activities Undertaken to Implement the Stipulation of Settlement and 2) the Summary Report of the 1999 Statistical Tables for TBR.

Areas of Success

The many recruitment and community service activities and sponsored events carried out by TBR universities and community colleges are providing a positive impact as can be seen by the 5% increase (710 students) in the number of black undergraduates for 1999 over the previous year. When compared to the total enrollment, the current 23.61% black undergraduate enrollment has increased from the 22.87% reported in Fall 1998. This continues a positive trend in the number of black undergraduate enrollments in TBR institutions for the past decade.

At TBR universities, the percent of black graduate enrollment is 16.24% (1,903 students). Black graduate student enrollment has maintained an upward trend for the past decade and this year's percentage of black graduate students is the highest it has ever been.

East Tennessee State University has exceeded its undergraduate level objectives. Three of the six universities attained their objectives in graduate enrollment; these are East Tennessee State University, Middle Tennessee State University, and the University of Memphis. The University of Memphis also reached its professional enrollment objective for its law school. Motlow State Community College and Walters State Community College have attained their enrollment objectives. Six of the eight remaining community colleges in the Stipulation of Settlement reached at least 70% of their objectives.

During the 1998-99 reporting year, Tennessee Board of Regents Geier Fellows Leadership Program participant Dr. Larita Alford was named Co-Chair of the Humanities Project Building Committee at Columbia State Community College. Geier Fellow Dr. Barbara Buchanan was a significant researcher contributing to the compilation of the TBR Report of Transfer and Articulation Initiatives that was presented to the TBR Academic Policies and Programs Subcommittee on Transfer and Articulation. Fellow Gladys Jones was employed full time by Tennessee State University (TSU) as an instructor in the TSU College of Business. Fellow Dr. Murle Kenerson assisted with a graduate course at TSU during his fellowship period; now he is teaching the graduate course at TSU. Dr. Warren Mackey was promoted to the position of Coordinator-Liaison for the Chattanooga State Technical Community College Academic Affairs Department. Dr. Ercille Williams was named Executive Director of the TBR Transition Team which had the charge of consolidating Shelby State Community College and State Technical Institute at Memphis into a new college, Southwest Tennessee Community College by July 1, 2000.

In the area of employment, ten of the sixteen institutions covered in the Stipulation of Settlement, the ETSU Medical School, and the TBR Central Office have exceeded their objectives for employment of other-race administrators. Seven of the institutions exceeded their objectives for employment of other-race faculty members and eight other TBR institutions reached their objective in this area at a level greater than 75 percent. In employment of professional staff, nine of these institutions exceeded their objectives. In addition, four other institutions and the TBR Central Office reached above 90 percent of its objective.

During this reporting year each of the twenty TBR institutions was awarded a professional development grant (up to \$2500) through Geier funds, to support activities to enhance the academic success of at-risk students through improved teaching, support programs, and/or providing access to resources to facilitate increased learning.

Tennessee State University was granted approval to establish two new graduate programs: 1) a Ph.D. program in Computer and Information Systems and 2) an Ed.S. program in School Psychology.

On the 1998-99 annual report of steps taken to implement plans to reach Geier objectives, TBR institutions reported utilization of more than \$4,591,475 toward scholarships, fellowships, and other financial support of other-race students as defined in the Stipulation of Settlement. An estimated 3185 undergraduate students were enrolled with the help of these funds. The six TBR universities reported that 585 other-race graduate students are receiving financial support through these funds. TBR institutions, both universities and two-year colleges, reported making contact through high school presentations, career fairs, or other recruitment efforts to thousands of other-race potential students. In many cases, faculty and administrators were involved in follow-up efforts once contact was initiated. Geier funds supported the hiring of thirty-three (33) other-race faculty or administrators at TBR universities during this reporting year.

Areas of Progress

Tennessee Board of Regents institutions demonstrate a commitment to the attainment of their Geier objectives. As an example, Tennessee Technological University (TTU) responded to TBR's request to develop strategies to improve their success for increased black student enrollment and retention by developing a plan and contracting with a national company. In order to improve their success, this past year a new telecounseling effort was initiated to contact all students, including minorities, who have made contact with Tennessee Tech in an effort to increase enrollment. A new coordinator was hired, and 30 students were hired on a part-time basis to make calls to prospective students and applicants. In the spring, every admitted student was contacted by phone to encourage enrollment. During the calls, the prospective students were encouraged to visit campus if they had not already done so and were told that Tennessee Tech is interested in them and their enrollment at the University. In addition, Noel-Levitz, a nationally recognized enrollment management firm in the area of recruitment and retention, was contracted by the University. A two-day workshop was held in November covering the latest enrollment strategies and technology; ways to exceed recruitment, retention, and revenue goals, how to

identify recruiting strengths and retention priorities, and how to build student loyalty through quality service. Jim Major of Noel-Levitz has been meeting with minority staff members to improve minority recruitment and retention on TTU's campus. The process is continuing into 1999-2000 with recommendations forthcoming.

During this reporting period another major initiative began with the appointment of a Remedial and Developmental R & D) Task Force. Subcommittees composed of faculty from across the state, representing R & D, Math, and English departments, were appointed to review, evaluate, and make recommendations for defining standards, updating curricula, enhancing teaching techniques, and improving programming for the R & D programs throughout the TBR system. These committees have been working diligently to accomplish this task and final reports and recommendations will be presented to the Academic Sub-Council in July, 2000.

Areas That Need Improvement

An area needing improvement is in the recruitment and hiring of black faculty. Even though progress was made this past year, the percent of black faculty can still be improved. The Tennessee Board of Regents will continue to monitor and seek ways to encourage and assist institutions to attract and retain black faculty.

In the area of enrollment, Tennessee State University's white undergraduate population has not met its objective and continues to have no significant progress towards meeting its objective. Additionally, Tennessee Technological University's black undergraduate student population has also not met its objective with any significant progress towards meeting its objective. The Tennessee Board of Regents continues to monitor and encourage these institutions to develop strategies and evaluate those they are presently implementing, as discussed in this report, to address the issue with the expectation that enrollments of other-race students will improve.

**TENNESSEE BOARD OF REGENTS
1999 REPORT OF ACTIVITIES UNDERTAKEN
TO IMPLEMENT THE STIPULATION OF SETTLEMENT**

The Tennessee Board of Regents (TBR) views a continuing commitment to providing leadership aimed at achieving a non-racially identifiable system of higher education in the State of Tennessee as a top priority. TBR maintains a profound sense of responsibility to the charge of fulfilling the primary goals of the Geier Stipulation of Settlement. The TBR and its institutions strive to provide an environment where students, faculty, and staff can flourish and individuals are inspired and empowered to reach their personal and educational goals regardless of color. In a year of budget reductions, many TBR institutions have affirmed unwavering dedication to desegregation efforts by continuing the practice of supplementing desegregation appropriations with institutional funding. As a whole, we are focused on making our colleges and universities places where other-race students will feel welcome and other-race faculty and staff will have real opportunities to advance in education and responsibility.

This reporting period is from October 1, 1998 through September 30, 1999. The Report is arranged according to the specific provisions of the Stipulation of Settlement adopted in Geier v. Sundquist. Where a provision of the Stipulation has been fulfilled or no ongoing activity is contemplated, the particular provision is not addressed. Each of the twenty TBR institutions, receiving Stipulation funding, has provided an individual report of their desegregation activities. These reports are filed in the TBR Office of the General Counsel.

Section I of this report discusses *Student Desegregation Programs*. Section II addresses *Employment*. The final section of the report, Section III, focuses on *Programmatic Initiatives in Middle Tennessee*, as defined in Provision IV of the Stipulation of Settlement. It should also be noted that TBR realizes that none of these provisions are independent. Although the various provisions address different entities, all of the objectives and goals are interwoven. However, the primary objective is the creation and maintenance of a unitary system of higher education in which all persons can reach their educational potential.

SECTION 1 – STUDENT DESEGREGATION

Overview: Provision II of the Stipulation of Settlement

Provision II outlines programs and measures designed to attract other-race students to TBR campuses and to assist them in fulfilling their educational goals. These recruitment and retention strategies target students with varying degrees of preparation. Flexible retention and progression strategies are, therefore, needed to effectively accommodate a wide range of ability levels. This flexibility requires individual TBR campuses to identify recruitment, retention, and educational processes that meet the needs of existing students.

TBR also realizes that there is a correlation between other-race retention and institutional

climate. Issues of isolation, alienation, and lack of support lead to increased attrition. Therefore, TBR campuses utilize programs and activities that support the special socioeconomic, cultural, and educational needs of other-race students in promoting retention (see Provision II.J. synopsis below). These activities and initiatives include other-race financial incentives, offices of multicultural and minority affairs, and mentoring programs. Furthermore, all elements of the TBR System realize that providing programs which encourage the retention and progression of other-race students, enhances retention of all students.

Provision II.F – Admission and Retention Requirements

"Defendants will provide within 90 days a statewide survey of admissions and retention requirements for four-year public institutions."

Provision II.K – Developmental Programs

"Defendants will review various post-secondary developmental educational programs and develop within one year a plan designed to address the retention, performance, and progression of students at all public institutions."

Retention, performance, and progression of students in Tennessee Board of Regents institutions are addressed through Provisions II.F and II.K. TBR is committed to providing broad access to its institutions and programs and to address the unique and diverse needs of the citizens of Tennessee who desire to further their education, develop new skills, and/or participate in lifelong learning. Once admitted, students must have appropriate support services and programs to promote their performance and progress. As part of this commitment to improve educational opportunities for all Tennesseans, especially for African-Americans and other under-served populations, the TBR monitors changes in admission and progression requirements. TBR encourages the development on each of its campuses of specialized support services and programs to accommodate needs of students. Each campus offers counseling services, academic advisement, tutoring, various support organizations or groups, and a host of other activities, both academic and social, designed to benefit the student and promote retention and progression toward the successful completion of the student's educational goal.

Academic readiness is recognized as a critical element of retention. Since 1984, Remedial and Developmental programs have been the center of the TBR effort to help students persevere and succeed in their studies. These programs help develop and strengthen students' mastery of basic skills in language and mathematics. Goals of Developmental Education are to:

- preserve and make possible educational opportunity for each postsecondary learner.
- develop in each learner the skills and attitudes necessary for the attainment of academic career and life goals.
- ensure proper placement by assessing each learner's level of preparedness for college course work.
- maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses.
- enhance the retention of students.

- promote the continued development and application of cognitive and affective learning theory.

During this reporting period, plans were developed to implement computerized placement testing in all TBR institutions. Since most students who drop out do so in the first or second term, the Remedial and Development (R&D) programs provide skills assessment soon after admission so that needed support interventions can be provided as early as possible. Computerized placement testing will make testing more convenient and will require less time for the student, as well as provide immediate feedback. Since results will be available after testing, students will be able to be advised immediately instead of having to return at a later date for placement results and advising.

In the summer of 1999, TBR appointed a statewide R&D Task Force to review R&D programs, curriculum, teaching methods, use of technology, etc. Sub-committees were formed to focus on math, reading, writing, and study skills specifically. Periodic review of these programs have shown that these interventions work. Students who participate in R&D courses and activities perform in subsequent courses as well as, or better than students who were initially judged not to need R&D courses. Final reports are to be submitted by the sub-committees to the Academic Sub-Council in July, 2000. Plans to improve the R&D programs will then be developed and implemented.

TBR also focuses major attention on the training and development of the faculty and staff who teach and advise in these programs. Training and development concentrates on a variety of areas including emphasizing ways of ensuring and improving student learning, advising of at-risk students, confidence building, study techniques, dealing with discipline problems, understanding the special needs of at-risk students, diversity issues, and developing programs to improve student recruitment, retention, performance, and progression. During this reporting year, the TBR system awarded small grants (maximum of \$2500) to each of its twenty (20) institutions to encourage and support these activities.

Provision II.G – Financial Incentives for Other-Race Recruitment

"The defendant shall conduct a study within 120 days to determine the feasibility of a plan whereby other-race students shall be accorded tuition discounts, loans, scholarships and/or other incentives for purposes of desegregation. These incentives will also be studied for the purpose of encouraging the retention of other-race students..."

Provision II.G is designed to promote the retention of other-race students through financial incentives such as scholarships, grants, and loans. TBR institutions work with students to develop the best available financial package to cover the cost of tuition, room, and board, and other fees. Factors taken into consideration are the impact of various incentive combinations such as forgivable and non-forgivable financial awards on a student's educational plan. Many of these financial awards are merit based, and academic performance weighs heavily in the distribution of funds. Other awards consider not only academic performance but also financial need. Generally, TBR institutions consider the following measures in making these awards: 1)

high school academic performance or GPA; 2) standardized test scores; 3) financial need; and 4) recommendations by educators and community leaders.

Other-Race Financial Incentives at TBR Universities

During this reporting period, TBR universities awarded approximately \$2,812,467 to 1,322 students in other-race incentives under provision II. G. TBR two-year institutions awarded approximately \$1,095,315 to 1,563 students as part of their other-race financial incentive programs. In terms of total amount awarded under Provision II.G., TBR institutions granted almost \$4 million in financial incentives to help other-race students meet their educational needs.

At TBR universities, institutions such as Tennessee Technological University (TTU) and Middle Tennessee State University (MTSU) use a variety of scholarships to meet the financial needs of other-race students. During the reporting period, TTU awarded 52 Minority Admissions Scholarships, 30 Residence Hall Scholarships, 4 College of Business (COB) Foundation Diversity Scholarship Awards, 4 Engineering Scholarship Awards, and 6 Alcoa Foundation Scholarships to African American students. These scholarships were funded through both state appropriated desegregation dollars and other institutional funds.

MTSU awarded 229 MTSU/TSU Matching Scholarships to other-race students. These scholarships are based on academic merit and financial need. Additionally, 48 Otis L. Floyd Academic Scholarships, 188 Scholastic Achievement Scholarships, 19 Mentor and 14 Inroads awards were offered to African American students. The Otis L. Floyd and the Scholastic Achievement Scholarships are both based on academic merit. In particular, the Otis L. Floyd Scholarship is awarded to African American freshmen with a 3.2 GPA and a minimum composite ACT score of 25. The Floyd scholarship is now in its fifth year and provided tuition, books, room and board, and other fees to other-race students at MTSU.

The MTSU Scholastic Achievement Scholarship is available to African American students presenting a minimum of a 21 composite ACT and at least a 3.00 high school GPA. The scholarship currently offers an award ranging from approximately \$2,000 to \$2,400 per academic term. The scholarship is renewable for four years.

Under Provision II.G., East Tennessee State University (ETSU) awarded 43 competitive other-race scholarships. The criteria for selecting recipients included a review of grade point average and SAT/ACT scores. In addition, during this reporting period, Austin Peay State University awarded 24 Martin Luther King, Jr. Scholarships, 13 Minority Advisors to Assist Peers Scholarships, and 5 financial awards through its FOCUS Program to African American students under Provision II.G. The University of Memphis (U of M) awarded 206 other-race scholarships to African American students under Provision II.G. In making these awards, U of M utilized \$246,680 in institutional funds and \$263,000 in state appropriated desegregation funds.

Tennessee State University (TSU) expended \$924,000 in Minority Scholarships to other-race (white) students. These scholarships were awarded based on academic performance, grade point average, and ACT scores. During this reporting period, 420 white students received minority scholarships at TSU.

Other-Race Financial Incentives at TBR Two-Year Institutions

At TBR two-year campuses, Provision II.G Financial Incentives are major tools in the recruitment of other-race students. Two-year institutions awarded over \$1 million in II.G incentives to 1,563 other-race students. In particular, Volunteer State Community College (VSCC) awarded 130 Minority Administrative Grants. Other-race students at VSCC are encouraged to first apply for the federally funded Pell Grant. Those African-American Students who are not eligible or whose Pell Grant awards do not cover the amount of institutional fees and tuition may receive the Minority Administrative Grant. VSCC uses a combination of state desegregation and institutional funds in awarding the administrative grant.

Additionally, Chattanooga State Technical Community College (CSTCC) provided 137 other-race grants and scholarships during this reporting period. Funds were awarded to qualified applicants based on program criteria. A combination of state desegregation and institutional funds were used. Cleveland State Community College (CLSCC) awarded 65 scholarships to other-race students using II.G funds based on a first-come-first-served basis and academic achievement. Motlow State Community College (MSCC) provided 69 Minority Grants to African-American students. These grants were both academic and need based. During the reporting period, Walters State Community College (WSCC) awarded 74 other-race grants to African-American students, using both public and private sources of funding. Shelby State Community College (SSCC) also provided other-race scholarships to 63 white students making reasonable progress.

Although not initially covered under the Stipulation, both Nashville State Technical Institute (NSTI) and State Technical Institute at Memphis (STIM) provide financial incentives to other-race students as outlined in Provision II.G. Specifically, STIM awarded \$238,761 in Minority Scholarships to 479 other-race students. This is particularly impressive since STIM used money from its general funds to make these awards.

It should be noted that State Tech at Memphis was especially sensitive to its students who did not qualify for financial aid under federal guidelines, but who still demonstrated a need for educational assistance. For example, tuition and textbook assistance were provided for minority students in the "Chance for College" program who did not qualify for federal aid. Two-year minority scholarships are also awarded to entering freshmen with a minimum 3.00 GPA or an ACT composite of 19 (enhanced) or 16 (original). Entering freshmen receiving these scholarships were required to maintain a 2.5 GPA at the end of each term to renew the scholarship.

Additionally, Nashville State Tech awarded \$33,500 in Minority Scholarships to 56 African-American students. Awards were made to students who did not receive sufficient state or federal financial aid to cover the full cost of registration fees. These awards were prioritized as of the date that the Nashville Tech Office of Financial Aid received Pell Grant Student Aid Reports and Minority Scholarship Applications.

Provision II.H – Minority Graduate Scholarships

"Within 180 days defendants will identify graduate programs where blacks are underrepresented; defendants will develop a scholarship program for Tennessee residents to achieve graduate desegregation objectives and defendants will request adequate funding for this program pursuant to I.C hereinabove; and universities will submit projections for increasing the number of blacks appointed as teaching and research assistants."

Provision II.H includes initiatives to increase the number of African-Americans in underrepresented fields at the graduate level. These initiatives are supported by minority graduate fellowships, graduate teaching assistantships, graduate research assistantships, graduate assistantships and other awards.

Table 1 on the next page provides a synopsis of funds expended under Provision II.H – minority graduate financial incentives during the reporting period.

Provision II.J – Non-racially Identifiable Image

"UT and SBR shall conduct a study of each of their respective institutions to determine whether any public institution of higher education in Tennessee projects an image as being racially identifiable...SBR and UT Boards shall implement changes necessary to create in each institution the image of an institution that serves the citizens of Tennessee on a nonracial basis."

As TBR institutions endeavor to project a collective non-racially identifiable image, each institution continuously monitors the individual images reflected by its audio-visual presentations, recruiting materials, and major institution publications. In addition, our campuses have celebrated diversity and inclusion through activities and programs designed to encourage other-race students to feel that their heritage is valued on campus. The Tennessee Board of Regents has detailed reports for each institution filed in the TBR General Counsel's Office. Following are highlights from a representative group of TBR campuses.

TBR Two-Year Institutions: Projecting Non-Racially Identifiable Images

During the 1998-99 reporting period, Roane State Community College (RSCC) featured thirty-second television spots which included interaction of African-American and white students inside various campus buildings and in casual settings on the grounds; one spot in particular highlighted the accomplishments of a female African-American graduate of RSCC. A Roane State staff member presented Dr. Martin Luther King's "I Have a Dream" speech during the campus' celebration and recognition of the annual King holiday. At Columbia State Community College (CoSCC), the college's drama department recruited minority participants for the Maury County Arts Guild for the play "Fences", an African-American play discussing the issues of heritage, parenthood, discrimination, family relations, and personal responsibility.

At Chattanooga State Technical Community College (CSTCC), the Office of Multicultural Affairs continues to sponsor an "Honors Bash" in recognition of all minority students who had a

3.0 or better grade point average. Additionally, Chattanooga State remains the home base for the YMCA Black Achievers Program. Black Achievers is a multiracial effort to promote and provide self-esteem and mentoring by and to minorities at risk. The mission of the program is to provide minority mentors and role models for minority youth.

Table 1
Provision II.H Initiatives

	APSU	ETSU	MTSU	TSU	TTU	UoM	UNIV. TOTAL*****
2. Provision II.H. Minority Graduate Fellowships							
a. Special Deseg. Fellowship Support						**	
o Number of students, first year	3				1	28	32
o Number of students continuing	1				8	24	33
o Average award ***	5,679				9,153	9,721	9,394
b. Other Scholarships or Fellowships							
o Number of students, first year						40	40
o Number of students continuing			8			93	101
o Average award ***			4,135			11,250	10,846
c. Graduate Teaching Assistantships			**				
o Number of students, first year			13			8	21
o Number of students continuing						14	14
o Average award ***			5,900			10,445	8,757
d. Graduate Research Assistantships			**	***			
o Number of students, first year			1	10	4	18	33
o Number of students continuing				20	4	27	51
o Average award ***			5,900	8,750	6,098	10,164	9,221
e. Graduate Assistantships		*	**	***		****	
o Number of students, first year	12	9	5	20		38	84
o Number of students continuing	6	16		54		30	106
o Average award ***	5,177	5,000	5,900	8,750		7,959	7,560
f. Other		*					
o Number of students, first year	3	3	4		2		12
o Number of students continuing	16	3			1		20
o Average award ***	7,892	4,333	2,000		131		5,761

* ETSU - (2e) Average graduate assistantship award includes tuition waiver.

(2f) \$4,333 is the average of one \$1,280 in-state and one \$7,386 out-of-state award.

**MTSU – (2c,2d,2e) – Graduate teaching and research assistantships ranged from \$4,500 to \$5,900.

***TSU – (2d,2e) - \$8,750 is the average of \$7,500 masters and \$10,000 for doctoral.

**** UOM - (2a) Average F-T student award is \$9,721. Average P-T student award is \$3,064; average law school student award is \$4,580.

**** UOM - (2e) Average graduate assistantship is \$7,959. Average law graduate assistantship is \$1,989.

***** (2a-2f)-A weighted average is used for the universities' total average award.

TBR Universities: Projecting Non-Racially Identifiable Images

Austin Peay State University (APSU) continues to utilize for its presentations to prospective students and alumni a recently updated eleven-minute video portraying black and white students and faculty in both academic and non-academic settings. Thirty-second and ten-second spots that APSU aired in Fall 1999, reflected the wide range of campus diversity. The current package of APSU publications (both for the Clarksville campus and the Fort Campbell campus) show photos of black and white students in classrooms, lab settings, and various locations on campus. On the viewbook cover, an African-American male is among the students who are featured. During the past year, among the other-race speakers featured at APSU were Ms. April Noronha, youth motivational speaker; Ms. Lovenia Peavie, high school counselor; Rev. Michael Graves, Nashville minister, George Fraser, Author/Lecturer; and Ms. Frankie Murray, high school upward bound volunteer. At APSU, the week long African-American Street Festival sponsored by the African-American Cultural Center opened the academic year. The highlight of this event was the Enstoolment (modified from the age-old West African tradition of publicly honoring women's important roles in the betterment of society) of the new Queen Mother, Mrs. Flora Gregg, selected from the Clarksville community for her outstanding citizenship. Nikki Giovanni, renowned poet, author and social activist, was featured in a public presentation, "An Evening With Nikki". Dr. Cedric Dent, one of the founding members of "Take Six" – nine time Grammy winners, was one of five internationally/nationally acclaimed musicians during the Spring semester occupying the Acuff Chair of Excellence in the Music Department for two weeks in February, 1999. Among other classes, Dr. Dent presented two public classes, one in conducting Gospel music, specifically for the directors of church choirs in Clarksville, and he also presented a class on the history of black gospel. Rev. Paula McGee, Chaplin at Fisk University, most well known for the outstanding basketball career she shared with her twin sister, was the featured speaker for the APSU annual "Imani Day Communal Feast", in conjunction with the African-American celebration of Kwanzaa. The "APSU African-American Faculty and Staff Directory" featuring African-American administrators, faculty, and staff and noting their positions on campus, is published annually to acquaint students with African-Americans in the APSU environment. The APSU Voices of Triumph gospel choir provides an opportunity for students of color, who have a common interest in singing gospel music with which they culturally identify, to contribute an additional style of music to the campus. This group receives funds from the Student Affairs area.

The University of Memphis (U of M) features in all videos produced by its Media Relations Office a wide variety of students in terms of race, sex, ethnicity and country of origin. The same is true of faculty and staff. The videos depict the student body in situations that reflect all aspects of life at the University of Memphis as racially unidentifiable. The current University of Memphis video is co-hosted by an African-American female and a caucasian male. This student-oriented video shows both students interacting with a diverse group of students in classrooms, the library, the physical education facilities, and the residence halls. The campus featured many other-race speakers during the reporting period including: Dr. Benjamin L. Hooks, who was honored as the University of Memphis' outstanding alumni; Dudley Thompson, former Ambassador from Jamaica to the United Nations; Kwesi Mfume, CEO of the NAACP; and Dr. Michael Eric Dyson, scholar and author. The University of Memphis Black Scholars Breakfast hosted more than 500 faculty, staff, students and parents in October, 1999. The guest speaker

was the President of Memphis' First Community Bank, Mr. James Sills. Rufus Thomas, African-American R & B singer, who has been "Walking the Dog" for about 50 years, was the headliner for Springfest on April 17, 1999. During the reporting year, both the Student Activities Council and the Loewenberg School of Nursing Student Association elected African-American presidents.

The Department of Theatre and Dance continues to present African-American guest artists in workshops and concerts. Each spring, the Department of Music sponsors an Urban Communication Conference featuring African-American speakers and participants. The black alumni members of the Alumni Association Board of Directors are faithful in their participation at alumni and other major university events. In doing so, they lend visibility to the diversity of the campus alumni. The National Alumni Association has actively involved "other-race" individuals on its Executive Committee, its Board of Directors, all committees and individual constituent chapter Boards of Directors. Unity Week, sponsored by the SGA, celebrated the rich cultural diversity of the institution and focused on the coming together of various community members and culminated with a "Unity Ball." The University of Memphis supports the organization Memphis Partners by providing meeting space for their training program on weekends. Memphis Partners is a youth development program which works with inner city youth to provide training that will enhance career and post-secondary opportunities for these students. The Herff College of Engineering sponsors and supports the student branch of the National Society of Black Engineers (NSBE). The college has a very active chapter of this organization with Dr. Babajide Familoni (black male) as faculty sponsor. The Cecil C. Humphreys School of Law supports and encourages the activities of the Black Law Student Association (BLSA) through the provision of an office, promotion of activities, and assistance in funding activities. The Law School also works closely with the Ben Jones Chapter of the National Bar Association which co-sponsored a minority pre-law admissions workshop for minority students interested in the law school. The program is geared to helping those students learn about law school and to meet minority attorneys and judges. As part of the Greek letter organizations on campus, the Pan-Hellenic Council and the seven individual sororities and fraternities serve as a support system to African-American students involved in the Greek community. Many efforts have been instituted to break down racial barriers and provide opportunities for students to meet and form friendships. One of these efforts was the development of a class for student leaders that offered college credit and focused on the issues of Greek leadership. ELITE is a branch of the Black Student Association that provides positive guidance and direction for uplifting of aspiring newcomers' self-esteem and self-respect, to stimulate self-identity, moderation, and wise decision making in order to sustain a reputable public image. Most importantly, ELITE endeavors to stand as a strong support structure to help newcomers maintain and achieve their educational and career objectives, therefore increasing the retention of college freshmen in their first year.

During the past reporting year at East Tennessee State University (ETSU), African-American speakers, performers, educators, and other professionals have been the focus of cultural, social, and entertainment events sponsored by the institution. Distinguished actor, writer, and director Ossie Davis appeared in Kingsport, Tennessee at the Eastman Employee Center in a program ETSU co-sponsored. Dr. Rex Ellis, director of the Center for Museum Studies at the Smithsonian Institution, delivered a storytelling performance on campus, and Major Vernon

Bradley, the Johnson City Housing Authority's Director of Community Service spoke to students about programs, services, organizations, and activities that promote a culturally diverse campus community. "Camp Logan", a theatrical drama based on the 1917 court martial and execution of 19 black soldiers of the 24th Infantry (The Buffalo Soldiers), was brought to the ETSU campus; five men who served in the famous black regiment were in attendance for the presentation. Keynoting the eighth annual ETSU Department of Chemistry Awards Banquet was Brenda White Wright, an ETSU alumna and a nationally recognized motivational speaker who serves as executive director of Girls Incorporated of Kingsport. ETSU, through its National Alumni Association, supports the Black Alumni Society. Working with students and sponsoring events such as a homecoming reception are part of the society's activities. The Black Alumni Society was established in 1986 and has a membership of approximately 500.

Tennessee State University included other-race speakers during new student orientation week, at commencements and convocations, at department and college/school seminars, and at Faculty Institute. Featured speakers included: Vice President Al Gore, Secretary of Agriculture Dan Glickman, Senator Fred Thompson, Senator William Frist, and Metropolitan Nashville/Davidson County Mayor Phil Bredesen. Throughout the year a substantial number of Caucasian individuals have been featured in institution-sponsored cultural, social, and entertainment events. The Collegiate Health and Fitness Tour included other-race presenters. The choir, athletics and student government association include the involvement of other-race students as well as the peer counselor program supported by the University Counseling Center. Other-race students serve on the TSU homecoming committee. The Office of Minority Student Affairs has a full-time director. The office provided support sessions and activities for other-race students which included, but was not limited to, diversity training, financial aid workshops, and student leadership training. Two students organizations, "Student Melange" and "Students for Students", originated out of the Office of Minority Student Affairs. Currently, the Director of Minority Student Affairs serves as the advisor to "Students for Students". This student organization serves as a support and networking group for other-race students, particularly the first-time freshmen. Members of the "Students for Students" serve on student government association committees and participate fully in student government meetings and activities. The student organization, FOCUS (For Older College Undergraduate Students), acts as a support group for adult students 23 years of age and older. While the organization is not exclusively an other-race organization, it is a racially diverse group with a large other-race membership. Another support group for other-race males is the new Sigma Pi colony, which hopes to be chartered as a fraternity in fall, 2000. The director of Minority Student Affairs serves as one of the advisors for the Sigma Pi colony. A support group for other-race females is the new sorority, The Venus Club, which hopes to affiliate with a national sorority in spring, 2000.

Middle Tennessee State University (MTSU) develops brochures with the intent of depicting the campus as it exists. Candid photographs are used in the majority of publications. During the reporting period, the University developed and established relationships that consisted of planning, programming, financial/personnel support as well as administrative and consultant services for several student, alumni, campus and community organization support groups to other-race students. These organizations included the MTSU Black Alumni Council, the MTSU Collegiate and Rutherford County Chapters of the NAACP, and the African-American Student Association. Additionally, the University assisted the MTSU United Greek Council, Alpha

Kappa Alpha, Alpha Phi Alpha, Delta Sigma Theta, Zeta Phi Beta, Kappa Alpha Psi, Sigma Gamma Rho, Phi Beta Sigma and Omega Psi Phi, historically African-American Greek letter organizations with their organizational and leadership development activities, fund-raising and community service goals and objectives.

Provision II.M – Other-Race Recruiting

"SBR and UT will monitor, develop and/or coordinate a statewide other-race recruitment program, utilizing bi-racial recruiting teams, for the institutions within the respective systems..."

In order to strengthen its recruitment programs, TBR institutions make concerted efforts to provide financial incentives which attract new students, publish printed media which is reflective of diversity, and sponsor recruitment initiatives which focus on the needs and concerns of other-race students. TBR realizes that the admission process starts with the articulation of institutional goals and programs, along with friendly initial contacts. TBR institutions use a wide variety of methods in order to recruit and contact other-race applicants for admission. The Tennessee Board of Regents has detailed reports for each institution filed in the TBR General Counsel's Office. Following are highlights from a representative group of TBR campuses.

Other-Race Recruitment at TBR Two-Year Institutions

Chattanooga State Technical Community College (CSTCC) operates urban off-campus sites in two public housing developments: The Harriet Tubman Homes and The McCallie Homes. The purpose is to take educational opportunities nearer to those who might not otherwise be able to participate. The academic offerings range from GED preparation to general education college credit courses for the Associate Degree. Advising and counseling services are available to students. The college has continued to work with local agencies to provide public housing residents with cost-effective instructional and technical assistance related to small business development and economic self-sufficiency. Its goal is to help socially and economically disadvantaged persons assess their potential to become entrepreneurs, provide remedial services, and traditional instruction directed towards eliminating barriers to success in entrepreneurship and employment. This project, titled "Training Residents and Creating Entrepreneurs" or T.R.A.C.E., was funded through a grant by the Kauffman Foundation. Additionally, tabloids, brochures, and catalogs were sent to all area high schools. African-American scholarship applications were sent to all area high schools. School visits and/or telephone calls were used as follow-up.

Cleveland State Community College (CSCC) recruiters visited schools with significant other-race populations, including Brainerd Howard and Tyner High Schools in Chattanooga. Attendance at all area college fairs provided access to public and private high school students from every school in the service area, as well as the Knoxville and Chattanooga Metropolitan areas. The "Vision" newsletter was mailed quarterly from the Office of Minority Student Programs to currently enrolled minority students, as well as to prospective minority students. The E-Prep Program is an annual two-week summer program designed to prepare and educate at-risk African-American students on the rigors and challenges of earning a degree from college.

The program also focuses on personal responsibility, study skills, and test taking. Participating students are recruited from are high schools and GED programs.

During the reporting year at Columbia State Community College (COSCC), the recruitment of other-race students took shape through several different avenues. COSCC hosted a CultureFest in October. Students from all schools with substantial populations of other-race students are invited to explore the diversity of all cultures. All college fairs in the service area have been attended and all of the high schools with substantial other-race populations in the nine-county area have been visited more than once during the recruitment season. Columbia State will be hosting a one-day conference to provide leadership training for African-American high school students. Other-race students from the entire service area will be invited to attend the event which is scheduled for April, 2000. A number of direct mail campaigns will be targeted at other-race students. These mailings will notify students of scholarship opportunities and will encourage them to seek admissions counseling through the Office of Recruitment.

Jackson State Community College (JSCC) does not use the ACT test as a source of locator services for recruiting other-race students, since so few minority students take the test early enough to correspond with effectively. Instead, JSCC inaugurates contact with other-race students through individualized correspondence, high school visits, and continuous communication with various agencies that have frequent interaction with large African-American populations. Jackson State President, Dr. Charlie Roberts, spoke to African-American students and parents at several churches in the JSCC service area to educate them of the necessary requirements for entering college without deficiencies. In addition, visits to high schools with a substantial population of other-race students were made by JSCC recruiters.

Roane State Community College (RSCC) sponsored a multi-cultural day last spring. Staff and students dressed in native culture attire. A food feast was also included. Dialogue was held on race issues. Also, a staff member made a presentation of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech during recognition of the King holiday on campus. RSCC sponsored a PBS downlink on how to talk about race. The campus' Concert and Lectures Entertainment Services scheduled African-American entertainers, including Al Carpenter and Donald Brown.

Volunteer State Community College (VSCC) has established a close working relationship with Maplewood High School in Nashville. Maplewood is a public comprehensive predominately black institution. Faculty and staff from Maplewood and Volunteer State meet on a regular basis and have established a formal high school to college articulation agreement where high school students receive college credit for advanced high school courses. Dual enrollment English has proven to be a success. The college will continue use of proven methods that have been productive toward increasing the numbers and percentages of other-race students. High schools with substantial populations of other-race students will continue to be targeted for visits to campus involving key minority faculty and administrators. VSCC provides a van pool service to predominately black areas of the college service area to overcome the transportation barrier. Public transportation is currently not available between the college and Nashville. Volunteer State has an evening teaching site at Hunter's Lane and McGavock High Schools in Nashville. Both are public comprehensive high schools with large black student populations. The college has established a partnership with the High School Hospitality Education Program to enhance the

high school offering and encourage high school students to attend college. Articulation agreements have been signed with Hunter's Lane. The dual enrollment programs at the high schools appear to be a success. Volunteer State works in partnership with the public school system and particularly the Vena Stuart Elementary School in Gallatin. A Title I school, Vena Stuart has many special needs. Volunteer State faculty volunteer to teach foreign language and drama in the school. Many of the staff volunteer in the special reading program.

Walters State Community College (WSCC) invited area churches and Minority Advisory Board members to attend the Black History Month Program at WSCC as well as sending e-mails and placing items in the campus publication *The Bulletin* to promote awareness. Campus officials mailed forty-eight letters to prospective minority students encouraging them to attend WSCC and participate in minority transfer day, sent twenty-four letters to first time minority students welcoming them to Walters State, assisted in the establishment of two \$100 scholarships for minority students attending Walters State (with Mr. Tim Griffin), and distributed 217 letters to current and former minority students to encourage them to return to school and stay in school, congratulate them on progress in school, analyze their transcripts, and offer assistance with difficulty in classes.

Other-Race Recruitment at TBR Universities

Austin Peay State University (APSU) made telephone and mail contacts with other-race prospects using the following: 1) the National Achievement Program for Outstanding Negro Students; and 2) the Talent Roster of Outstanding Minority Transfer Students. APSU representatives also made visits to high schools with a substantial population of other-race prospects and college fairs as outlined in the TACRAO calendar.

East Tennessee State University (ETSU) conducted a comprehensive program of high school and community college visitation designed to provide information relative to admission to all prospective students within the service region. The program included the dissemination of information concerning admission requirements, academic programs, costs, financial aid, housing, special services, etc. High schools and community colleges were visited throughout Tennessee, Virginia, and North Carolina, and in specific areas of Georgia, South Carolina, West Virginia and Kentucky. When prospective students were identified, a full range of follow-up activities were implemented including the use of general correspondence, brochures, newsletters, and telecounseling. The university uses minority locator services and special programs to identify and contact minority prospective students. When possible, ETSU medical students return to their undergraduate institutions to assist with recruitment efforts. Also, alumni are used as guides for medical school tours when their undergraduate alma maters come to visit. All students who returned the university's inquiry card were provided with appropriate follow-up information. Inquiries were entered into the university's on-line SIS system for additional periodic contacts, including correspondence, newsletters and telephone calls. Numerous high schools and college fairs were visited by ETSU admissions counselors during the reporting year. In past years, enrollment of other-race students has exceeded the goal for ETSU established by the desegregation settlement.

Middle Tennessee State University (MTSU), for the fifth year of the Otis L. Floyd, Jr. Scholarship program, has continued to be successful. Twenty-nine awards were made with ten enrollees. This scholarship, which pays \$4,000 per academic year, is awarded to African-American freshmen submitting 3.20 high school GPA and a minimum 25 composite ACT. The scholarship is renewable for four years and brings the total number of Otis Floyd Scholars to forty-three. In 1999, the Scholastic Achievement Scholarship was again funded. This scholarship, which was first established during the summer of 1995, is available to African-American students presenting a minimum 21 composite ACT and at least a 3.00 high school GPA. The scholarship award currently offers an award ranging from \$2,400 to \$2,800 per academic year. There are 124 scholarships with 72 enrollees. The scholarship is renewable for four years and now totals 205 students. Admissions personnel participate in college day/night programs as well as making follow-up private visits. The Admissions Office also hosted a recruitment day for prospective African-American students in February, 1999. The program entitled, "Destination: MTSU, 1999", attracted over 150 students and parents from all across the State of Tennessee. The university sponsored bus transportation from the Memphis, Jackson, and Chattanooga areas for the visit. An extensive telemarketing program was completed during the summer of 1999. Over 350 African-American students in the admissions office database were contacted in order to determine their plans for college in fall, 1999.

During the reporting year, Tennessee State University (TSU) continued to strengthen its goals and objectives to recruit and enroll other-race students and hire other-race counselors to assist in the recruitment efforts of the university's mandate to adhere to and comply with the Stipulation of Settlement statewide desegregation plan. On-going efforts to increase the number of other-race students have continued. Efforts to strengthen strategies, recruit and ultimately enroll other-race students at Tennessee State have been demonstrated through new publications and attendance by TSU personnel at various events geared at the other-race population. Increased visibility by TSU has been achieved at minority (predominantly white) high schools in east, middle and west Tennessee. Additional strategies employed by TSU included use of Peterson's Guides mailing lists, which include a large number of other-race students, recruitment by the TSU faculty, especially in the Schools of Nursing, Allied Health Science, Engineering, College of Education, the Center for Extended Education, and the TSU School of Business. As a result of the combined efforts of the Office of Admissions and Records, and the Office of Minority Affairs, the recruitment efforts of the university have become more extensive. In addition to the recruitment strategies, this union focused on a greater and wider use of the minority grant to recruit and retain first-time freshmen, which resulted in more than a 6% increase in the number of freshmen recruited and enrolled for the fall of 1998.

During the past year, Tennessee Technological University (TTU) initiated a new telecounseling effort to contact all students, including minorities, who have made contact with Tennessee Tech in an effort to increase enrollment. A new coordinator was hired, and 30 students were hired on a part-time basis to make calls to prospective students and applicants. In the spring, every admitted student was contacted by phone to encourage enrollment. During the calls, the prospective students were encouraged to visit campus if they had not already done so, and were told that Tennessee Tech is interested in them and their enrollment at the university. A new telecounseling center has been set up with 10 telephones to allow several calls to be made at the same time during peak hours. Additionally, Noel-Levitz, a nationally recognized enrollment

management firm in the area of recruitment and retention, was employed by the university. A two-day workshop was held in November, which covered the latest enrollment strategies and technology; exceeding recruitment, retention, and revenue goals; pinpointing recruiting strengths and retention priorities; and building student loyalty through quality service. Jim Major of Noel-Levitz has been meeting with minority staff members to improve minority recruitment and retention on campus. The process is continuing into 1999-2000, and recommendations will be forthcoming.

At the University of Memphis (U of M), prospective students are called by current U of M students to prompt participation in the various programs and receptions conducted throughout the year. At the Project EXCEL dinner in early December, 1996, Dr. Ralph Faudree, Dean, College of Arts and Sciences, and Dr. Jerome Goldstein, Chairperson, Department of Mathematical Sciences spoke with the advanced mathematics teacher at Westhaven High School about Nicole Jones, a very promising other-race female with excellent mathematical potential. Ms. Jones began her college studies at Notre Dame, but for some reason, that did not work out. Dr. Goldstein contacted her, found funding for her within the department, and she enrolled in the spring, 1997 semester as a mathematics major on a full scholarship (plus books). Ms. Jones is doing very well in her coursework and is projected to conclude her studies and graduate very soon. Without this effort on the part of the university, the student would have been unable to continue her studies. The University of Memphis Law School, in conjunction with the Young Lawyer's Division of the American Bar Association (ABA), and the Ben F. Jones Chapter of the National Bar Association, sponsored a minority law school day for high school students interested in the field of law. Invitations were sent to six high schools with large other-race student populations. Students interacted with other-race attorneys and law students. The workshop presentations included panel discussions, mock trial presentations, mock law school class presentations and a guest speaker. The Division of Student Affairs and Enrollment Services is involved in many efforts which support the university's commitment to the provisions of the Stipulation of Settlement. One of the main vehicles is through the publishing and distribution of the *Staying in Touch* newsletter three times annually. Designed primarily to help bridge the relationship between the university and the African-American community, its mailing includes 350 plus local African-American churches, all local elected officials, and a lengthy miscellaneous listing of community leaders. Though the articles focus on predominately African-American issues, the readership is very broad-based on and off the campus. The university continues to be excited about its partnership with the Memphis/Shelby County African-American churches through its ministerial liaison matching grant program. The purpose of this program is to provide a competitive grant program of financial assistance to African-American students with membership in a Memphis/Shelby county area historically black churches. Matching grant applications are available for those African-American students who have been awarded scholarships by their respective churches and must be endorsed by the church pastor. Any scholarship amount awarded by a participating church will be matched by the university by up to one-half the cost of the university's tuition and basic fees per semester and/or academic year. During the 1998-1999 academic year, 33 students benefited from this program with 11 area churches participating. University of Memphis is committed to bridging its relationship with the African-American community. In addition to the regular administrative and instructional services and programs offered to its students, faculty and staff, specially tailored outreach and public service efforts are made throughout the year to address this concern.

Provision II.N – Tennessee Pre-Professional Programs

"Defendants will coordinate the development of a cooperative program to increase the number of black students who enroll in and graduate from professional programs. Every spring beginning in 1985 and for five years, 75 black sophomore students who are Tennessee residents enrolled in Tennessee public institutions will be selected by committees...for pre-enrollment in the state's School of Law, Veterinary Medicine, Dentistry, Pharmacy, and Medicine...the professional schools will counsel students, assist in planning their pre-professional curricula, provide summer programs at the end of their junior and senior years, and agree to their admission as first-year professional students if they successfully complete their undergraduate work and meet minimum admissions standards..."

The Tennessee Pre-Professional Program was renamed the Tennessee Pre-Law and Pre-Health Science Fellowship Program in 1994-1995. The Pre-Law and Pre-Health Fellowship Program is a cooperative venture between the Tennessee Board of Regents, the Tennessee Higher Education Commission, and the University of Tennessee System.

Pre-Medical Reinforcement and Enrichment Program (PREP)

PREP is operated by ETSU under the auspices of the James H. Quillen College of Medicine for the purpose of increasing the representation of minorities and disadvantaged students in the health professions (i.e., medicine, dentistry, pharmacy, and veterinary medicine). Specifically, PREP seeks to enhance the competitiveness of minority students for admission to professional schools of health through academic, social, and pre-professional enrichment. Since its inception, PREP has enrolled over 300 Tennesseans from across the state; the majority have come from the primary metropolitan areas. The 1999 summer institute had 18 participants. PREP has a successful track record relative to its participants gaining admission into professional schools of health, including the Quillen College of Medicine.

Pre-Health Science Component of the Tennessee Pre-Science Fellowship Program (TPFP) – Scholar I Level

The TPFP program is operated in conjunction with the PREP program. Its purpose is to increase the number of African-American Tennesseans gaining admission into professional schools of health (i.e., medicine, pharmacy, dentistry, and veterinary medicine). The Scholar I level seeks to prepare students for the professional school entrance exams to enhance their competitiveness for admission to state-supported professional schools under the provisions of the program. Students who successfully complete the Scholar I level and obtain satisfactory scores on the entrance tests (while maintaining satisfactory grade point averages) are given an assurance of admission to a state supported professional school in their chosen field. The TPFP program began operating on the ETSU campus in the summer of 1990. Since that time, 103 students have participated. In 1999, ten students participated in the program. Of these, six students indicated interest in medicine, two students indicated an interest in pharmacy, and two students indicated

an interest in dentistry. Recent data indicate that the program has been successful in meeting its basic goal. For example, of the twelve 1998 participants who applied for admission to professional school, eight were accepted with four choosing to attend the Quillen College of Medicine.

THEC Conditional Grant for Black Medical/Dental Students

The College of Medicine offers this scholarship program for accepted black medical students who matriculate. Through this program, and with additional support from the university, 23 students were awarded grants of \$10,000 each. An additional partial grant was awarded to one student for the fall 1999 semester while she completed degree requirements. The annual budget for this program is \$200,000.

Tennessee Pre-Law Fellowship (TPLF) – University of Memphis

The Tennessee Pre-Law Fellowship Program, formerly Tennessee Pre-Professional Program (TPP), is designed to increase the representation of African-American students in the legal profession. This program is operated and funded jointly by appropriated funds through TBR and THEC. Students successfully completing the Tennessee Pre-Law Fellowship Program may be admitted either to the University of Memphis Law School or the University of Tennessee, Knoxville-College of Law. The Tennessee Pre-Law Fellowship Program is divided into three levels for undergraduate students: Associates (Freshmen and Sophomores), Scholars I (Juniors), and Scholars II (Seniors). The Associates Program is conducted on the campus of various participating public colleges throughout the state. Students in the Associates Program can receive up to six hours of academic credit (tuition paid by TPLF) in the summer and/or participate in a legal internship with legal professionals. The Scholars Program is an eight week summer institute. There were ten students in Scholars I and 22 students in Scholars II. The program ran from May 31, 1999 – July 23, 1999. The students participated in a full range of classes that helped prepare them for the rigors of law school. Many of the faculty from the University of Memphis Law School teach in the summer program; as a result, these students are taught by many of the faculty they will face in law school. Also, these students are able to interact with practicing attorneys who also teach in the program and can provide them with a view of life recommended for Scholars II Summer 2000. Eighteen Scholars II students successfully completed the program and enrolled in law school. Twelve of the 18 students enrolled at the University of Memphis School of Law. Students that are not successful are encouraged to reapply to the next summer's program.

Outreach Programs: The University of Memphis Cecil C. Humphreys School of Law

The primary responsibility for recruiting and follow-up is assigned to Ms. Sue Ann McClellan, a white female, who is the full-time Coordinator for Law Admissions. Ms. J. Diane Bradley, other-race female, Assistant Dean for Student Affairs and Director of the Tennessee Pre-Law Fellowship Program (TPLFP), serves as an additional staff member to assist in the recruitment of

minority students. Faculty members and students also assist with recruiting as needed. Ms. McClellan and Assistant Dean Bradley were involved in recruiting activities during this period, which included workshops, recruiting trips, and bulletin distribution. A total of 364 other-race contacts were made.

SECTION II – EMPLOYMENT

Provision III.A. – Increasing Black Applicants for Employment

"Defendants will review various approaches including effective programs in other states, to increase the number of qualified black applicants for employment in public institutions of higher education in Tennessee. Defendants will implement the program(s) determined to be feasible and effective to increase the number of qualified black applicants. Defendants will actively recruit in the relevant labor market to increase the presence, especially in disciplines where blacks are underrepresented at the predominantly white institutions."

Provision III.B. – Other-Race Faculty and Administrative Recruitment

"Within 180 days, SBR and UT shall develop a plan, including financial and other incentives, to attract white faculty and administrators to TSU and black faculty and administrators to predominantly white institutions..."

Institutional Strategies

Pursuant to Provision III.A., TBR developed measures to increase the number of qualified applicants for employment at its higher education institutions. Additionally, TBR institutions developed financial and other incentives to attract white faculty and administrators to Tennessee State University and black faculty and administrators to the historically white institutions. Consistent with both provisions, the TBR System has implemented policies and guidelines, such as P-010, which ensure that potential other-race candidates for employment are given the opportunity to apply and compete for available positions.

TBR institutions use a variety of methods and media to attract other-race candidates. These methods include job advertisements in such nationally and internationally circulated publications as The Chronicle of Higher Education, Black Issues in Higher Education, The Black Scholar, the Affirmative Action Register, and Women in Higher Education.

Listed below is a summary of methods used to identify other-race candidates for employment:

- Advertise vacancies in minority oriented publications (i.e., Black Issues in Higher Education)
- Send job announcements to minority oriented community agencies (i.e., NAACP, churches, African-American businesses)

- Utilization of the CIC Directory of Minority Candidates and Recipients and the Minority and Women Doctoral Directory as recruitment sources
- Send job announcements to historically black institutions and organizations
- Advertise vacancies in The Chronicle of Higher Education
- Inclusion of minority staff/faculty in the decision process
- Advertise vacancies in local and regional newspapers, radio stations, and on the Internet
- Identify potential applicants through minority locator services such as SREB's Minority Faculty Vita Data Bank
- Work with TBR and other higher education institutions to identify other-race applicants
- Attend professional meetings and conferences to identify prospects
- List vacancies with employment agencies and governmental offices
- Contact potential applicants directly
- Other activities

TBR Campuses: Recruiting Other-Race Faculty & Staff

At Austin Peay State University (APSU), administrative and professional position vacancy announcements are sent to all departments so that other-race personnel are aware of available positions at higher levels for which they may apply. Current employees may apply for any vacancy. The Director-Office of Affirmative Action reviews the applicant pools for staff positions and supports the candidacy of other-race employees. Occasionally, there are opportunities for promotions from within the institution without advertising. Before such a promotion can be made, the Director-Office of Affirmative Action determines whether affirmative action goals have been met for other-race employees. If the goals have not been met, only an open search or the promotion of other-race candidates will be approved. If the goals have been met and the promotion is that of a majority candidate, the promotion will be approved and the position left vacant by the promotion will then be filled by an open search. APSU continues to provide benefit programs and funding which allows other-race personnel to pursue educational opportunities. These opportunities promote advancement and therefore assist in the retention of other-race personnel.

At Middle Tennessee State University (MTSU), procedures instituted by Human Resources, Equal Opportunity, and Affirmative Action Offices were followed in filling all positions. Policy encourages the inclusion of minority representation on all search committees. When the institution fell below its goal for faculty, the provost's office began requiring the inclusion of an

African-American on every faculty search committee. MTSU aggressively responded to the goal of improving minority recruitment for the FY '98-99 academic years and successfully exceeded the desegregation goal for faculty. Even though MTSU has met and exceeded the desegregation goal for faculty, the Provost is continuing the practice of requiring African-American representation on all faculty search committees. For AY '99-00, the institution successfully recruited five African-American faculty. The Office of the Provost is working with the President, the Equal Opportunity and Affirmative Action Offices, and with African-American faculty members to discuss and develop strategies for enhancing recruitment/retention of African-American faculty. Newly hired African-American faculty, along with all other African-American faculty, attended a meeting hosted by the President and discussed strategies for future recruitment activities and retention efforts. When qualified African-Americans emerged through the search pools, many were invited to campus for an interview even if their credentials were not the best fit for the advertised position. In some cases, these African-American candidates were selected for another position within the department. If not selected, these candidates may be strong candidates for future position openings. During the recruitment process for Fall 1999, African-American candidates were provided the opportunity to meet with other African-American faculty across discipline lines in the university. These meetings with other African-American faculty, often arranged as a luncheon, provided the opportunity to discuss employment and community issues with the faculty candidates. The MTSU Division of Academic Affairs hired five new African-American faculty for AY '99-00. Of these, 12 were on tenure track appointments and three were temporary appointments. One position was approved for departments who actively searched for and successfully recruited a qualified African-American faculty member. The division employed Dr. Gloria Bonner, an African-American female, as Dean of the College of Education and Behavioral Sciences.

Tennessee State University (TSU) generates a recruitment plan for all administrative, faculty, and professional positions by the hiring department that is subsequently approved by the Human Resources director and the EO/AA director. Prior to the interview of candidates for administrative, professional, and faculty positions, the Affirmative Action Office reviews and certifies the applicant and interview pools to ensure that pools are representative. Search committees, when utilized, are representative of different races and both sexes and have responsibility to make direct, personal contact with other-race institutions and their administrative personnel, as appropriate for recruitment of other-race applicants. All faculty are provided information by the Vice President for Academic Affairs regarding the process and the schedule for tenure and promotion applications. As a result, during AY '99-00, six other-race faculty received academic rank promotions and eight other-race faculty received tenure. When other-race employees considered institutional moves, these employees were encouraged by their respective directors and colleagues to remain at the university. During the 1999 calendar year, one other-race employee remained because of overall job satisfaction coupled with the ability to pursue an undergraduate degree. Two employees returned to their respective areas at TSU because of increased salary, position upgrade, benefit package and/or degree enhancement opportunities. An other-race employee in the TSU Computer Center indicated that he was leaving. The university offered the employee another position that was available in the Computer Center. The employee was well qualified and accepted the offer.

Pellissippi State Technical Community Center (PSTCC) sends all open position announcements to African-American faculty and staff members via e-mail. At PSTCC, when a faculty member is employed, the date of eligibility for promotion and tenure is established by the Vice President of Academic and Student Affairs. When the minimum eligibility requirements are met, the Vice President of Academic and Student Affairs notifies each faculty member. At that time, promotion and tenure packets are prepared by the faculty member. Department heads provide assistance with tenure packet development to African-American faculty, as needed.

State Technical Institute at Memphis (STIM) reviews all job openings which are filled via promotions; these appointments are approved by the STIM Affirmative Action Officer and the president of the college. All other job openings are communicated to staff members via the college's electronic mail system and posted on the college's job posting board. Minority representation is required on all selection committees. All faculty who meet the minimum requirements for promotion and/or tenure are notified that they may apply. STIM granted a leave of absence to an African-American male administrator to obtain professional experience in industry with a top *Fortune* 100 company highly regarded in the individual's field.

Provision III.C – A Grow-Your-Own Program

"Defendants will within 120 days identify disciplines where blacks are underrepresented and where the national availability pool is small, and request adequate funding through the budgetary process...to develop a grow-your-own program, utilizing the public and private universities in Tennessee, to increase the pool of qualified black candidates for employment as faculty and administrators in the public universities."

The Grow-Your-Own Program" allows an institution to select and nurture other-race individuals for future employment as administrators and faculty members. The program focuses on assisting individuals in obtaining the necessary degree level that will allow them to qualify for various administrative and faculty positions.

Austin Peay State University's (APSU) Vice President of Academic Affairs and the Director of Affirmative Action collaborate to recruit and direct other-race candidates into anticipated faculty openings. With the graduate scholarships now opened to all of APSU graduate programs, the recipients of these scholarships will be the prime focus as potential "Grow Your Own" candidates. Shirley Rainey has participated since the Spring of 1997, in the "Grow Your Own" program utilizing \$8,000 per year toward the completion of her doctoral program at the University of Tennessee in Knoxville. Upon the completion of her terminal degree or at the time she becomes ABD, she will assume a position in the Sociology department.

Middle Tennessee State University (MTSU) each year asks departmental heads to identify promising individuals who are interested in pursuing further studies under this program. The majority of those participating under the Grow-Your-Own Program desire to seek a terminal degree. The institution has disbursed \$24,285 in supporting Marina Harris' studies for a Master's Degree at Vanderbilt University and \$24,000 for Robin Blackman to pursue a doctoral degree at UT-Knoxville.

The State Technical Institute at Memphis (STIM) Internship Program provides minority graduates of State Tech an opportunity to obtain bachelors degrees, which allows them to meet the minimum qualifications to teach in a technical environment. The position is for a maximum duration of three years. Each intern is employed by State Tech in a part-time position, working 20 hours per week in the department most closely related to his or her degree program and receives a stipend for books and supplies as well as fee reimbursement. The method of selection is to announce the openings in the program to State Tech graduates, and invite formal letters of application from eligible candidates. The president established a committee to assist in appointing internship positions and in determining work responsibilities for student interns. The selected candidates must be enrolled as full-time students in a four-year degree program making satisfactory progress. This program includes graduates from all divisions and provides opportunities for them to obtain bachelors degrees in the field of their choosing. In this reporting period, \$41,729 was expended for this program.

Provision III.D and E – Black Staff and Black Faculty Development Programs

"SBR and UT will within 120 days request adequate funding through the budgetary process...to institute a staff development program, to enable black staff members to obtain advanced degrees and become eligible for positions of higher salary and higher rank within all institutions of higher education in the State of Tennessee."

"Defendants will develop a plan for a Black Faculty Development Program, including a proposed budget therefore, within 120 days. The program will be designed to increase the number of black faculty with doctoral degrees at all public institutions of higher education."

Black Staff & Faculty Development Initiatives at TBR Campuses

The Black Staff and Faculty Development Programs allow participants to enhance their skills through advanced degrees and professional training. At the University of Memphis (U of M), all eligible other-race staff members have been sent surveys to determine who was interested in pursuing degrees on a release-time basis. Information was collected and each interested participant was requested to submit a letter of recommendation from his/her supervisor. With the assistance of the directors of the units, selections were made for participants in the release-time program. Semester evaluations are conducted to ensure that the participant maintained a 2.0 grade point average and is successfully making progress toward completion of his/her respective degree program. Participants are added to the program as other staff finish degrees. Due to the high interest level in the Black Staff Development Program, the university has, for the most part, been able to provide assistance to those who have previously selected to participate in the program during 1998-99. As vacancies occur, staff members on the waiting list are selected. Since the beginning of the program in 1987, 26 participants have finished degrees. Ten of the participants receiving degrees have received promotions. Eighteen other participants have received promotions without completing degrees. The remaining participants are making satisfactory progress on their respective degrees. Likewise, since the program's inception in 1987, 15 participants have received Bachelor's Degrees, ten participants have received Master's Degrees, and one participant received his Ph.D.

East Tennessee State University (ETSU) granted approximately \$14,700 in support to III.D participants during the 1998-99 reporting year and approximately \$14,900 in funds under III.E. The funds disbursed under both III.D. and III.E. included an institutional match from ETSU.

State Technical Institute at Memphis (STIM) gives priority to African-American staff for institutional funds for tuition reimbursement and grant-in-aid. During the reporting year, four African-American staff members received tuition reimbursement funds from STIM in the amount of \$5,778 to pay tuition at local colleges and universities and to attend national and regional conferences.

A letter was mailed to the homes of all African-American Nashville State Technical Institute staff and faculty members announcing the availability of funds at the beginning of the 1998-99 fiscal year. Further, announcements were sent to all African-American staff and faculty on electronic mail periodically throughout the fiscal year (from the coordinator of the Black Faculty/Staff Development Program), advising them of the availability of funds and encouraging their participation in the program. Additionally, announcements were placed in the faculty/staff bi-weekly newsletter, *TGIM*. Three African-American staff members participated in the program during the 1998-99 reporting year. Two African-American staff members will complete their degrees during the current fiscal year; one in February 2000 and the other in May 2000.

Tennessee Board of Regents Geier Fellows Leadership Program

The fundamental purpose of the Tennessee Board of Regents Geier Fellows Leadership Program is to provide administrative staff experience in a governing board setting to qualified African-American candidates with the goal of increasing the pool of African-Americans available for administrative employment consideration within the TBR system.

Six Fellows participated in the program through December, 1999. These Fellows included: Dr. Larita Alford, Dean of Instruction and Associate Professor of English at Columbia State Community College; Dr. Barbara Buchanan, Associate Professor of Nursing at Austin Peay State University; Dr. Murle Kenerson, Head Reference Librarian and Assistant Professor in Library Sciences at Tennessee State University; Dr. Warren Mackey, Professor in the Department of History at Chattanooga State Technical Community College; and Dr. Ercille Williams, Special Assignments in the Office of the President at Pellissippi State Technical Community College. Ms. Gladys Jones continued her on-campus experience in the Tennessee State University's College of Business.

During this time, the Fellows were given the opportunity to engage in work and research activities in the TBR Offices of Academic Affairs, General Counsel, Business and Finance, and Research and Assessment. Among the issues in higher education researched and reported on by the fellows were: Articulation, the TBR System Budgetary Process, Dual Enrollment, and Performance Funding. Monthly seminars were conducted for program participants on related higher education topics that were led by Program Director Dr. Nebraska Mays and Program Coordinator Ms. Donna Ashford. Among the successes of the second class of Geier Fellows are:

Dr. Alford was named a member of the 1999 Leadership Maury class as well as Co-Chair of the Humanities Project Building Committee at CoSCC; Dr. Buchanan had a manuscript that was submitted to the Association of Black Nursing Faculty (ABNF) accepted and subsequently presented the paper at the 11th Annual ABNF meeting; Ms. Jones was employed full time by Tennessee State University (TSU) as an instructor in the TSU College of Business; Dr. Kenerson is now teaching a graduate course at TSU that he initially began assisting with as a Geier Fellow; Dr. Mackey was promoted to the position of Coordinator-Liaison for the Chattanooga State Academic Affairs Department; and Dr. Ercille Williams, partially based upon her work as a Geier Fellow, was named the Executive Director of the Tennessee Board of Regents Transition Team which had the charge of consolidating Shelby State Community College and State Technical Institute at Memphis into becoming Southwest Tennessee Community College by July 1, 2000.

In January, 2000 a new class was named. These new Fellows include: Dr. Linda Covington, Associate Professor, Department of Nursing at Middle Tennessee State University; Ms. Phyllis Danner, Grant Accounting Specialist at Tennessee State University; Mrs. Eleanor Graves, Director of Multi-Ethnic Services at Austin Peay State University; and Dr. Gloria Reese, Associate Professor in the Department of English at Nashville State Technical Institute. Dr. Barbara Buchanan continued her assignment researching issues related to Articulation.

SECTION III – HIGHER EDUCATION IN MIDDLE TENNESSEE

Provision IV.C. – Tennessee State University Physical Facilities

"Within 120 days, SBR will complete a physical facilities study for TSU that will include: a: a report of a comparative study between TSU and selected regional predominantly white institutions through the State which are comparable, to identify deficiencies in TSU's physical plant and total campus environment; b) an assessment of the cost of bringing all TSU facilities up to standards for safety, health, environmental protection, and access to the handicapped; c) recommendation for changes or alterations necessary to support TSU's new mission.

Within 60 days of completion of the study, SBR will complete a plan to implement necessary renovations, modifications, and new construction at TSU in accordance with the study, such implementation to be completed within five years."

Provision IV.D. – Tennessee State University Facilities and Cost

"SBR will include in the TSU physical facilities plan the total cost of implementation and the proposed source of funds (state appropriations, bond issues, federal sources, etc.). SBR commits to assuring facilities at TSU that are comparable to those at predominantly white institutions and adequate for TSU's enhanced mission."

Status of the TSU Projects From October 1, 1998, to September 30, 1999

The Implementation of the Master Plan was initiated in early 1989. The original TSU Master Plan was completed in late 1998. There are five major stated objectives of the original Master Plan. In summary they are:

1. To rebuild, upgrade and expand the campus to a level of facilities excellence directly comparable with other institutions within the State and commensurate with the University's national standing.
2. Provide the students and faculty with a flexible and adaptable environment, which will meet current and anticipated demands.
3. To unify and consolidate the campus and mitigate the circulation conflicts created by the intrusion of John Merritt Blvd.
4. To provide the University with a blueprint for expansion of the future campus and established a strong and creditable image to the Nashville community.
5. To provide the University and State with a development strategy which establishes need, sets priorities, and identifies cost effective near-term and long-term solutions responsive to TSU concerns.

These objectives have been met or are in the process with work on the Performing Arts/Music Building renovation the only incomplete project of the original Master Plan. The Master Plan also called for renovation of all academic buildings and all but one of the residential buildings. This has been completed with the exception of the above-mentioned project. This completes Phase 1A and 1B of the Master Plan.

The only new project initiated in this reporting period is Phase II of the North Campus Improvements that is listed as an ongoing project below. Six projects were completed and three projects are ongoing.

Completed Projects:

Project Cost

Industrial Arts Renovation completely renovated this building. This was a major project remaining from the original Master Plan.

\$1,990,000

North Campus Improvements Phase I was a development planned in the North Campus Master Plan. The improvements provided additional parking, improvements in the track facility, baseball and softball fields. This project also developed the area between the main campus and the new loop road around the campus.

3,425,000

Completed Projects:**Project Cost**

The Site Utilities project provided upgrade to portions of the primary campus electrical distribution system. This project also provided repair work in the tunnel system.

3,028,000

Renovations to the Downtown campus Phase II are complete. This project was initiated to address code issues in the building. The completion of this phase will resolve the problems that initiated this project.

863,000

Library Renovations of McCord and Library buildings have made significant improvements to the buildings.

520,000

Campus wide ADA Modifications provides increased accessibility to various campus buildings. This is a continuing project based on priorities established by a statewide survey and additional priorities by the campus.

260,000

New Performing Arts building and Strange Music Building renovation is the final project identified in the Master Plan. This project will provide a 400 seat theater, a television studio, a radio station and related support for these facilities. Construction is planned to start in the summer of 2000.

11,392,000

North Campus Improvements Phase II will complete the development planned in the North Campus Master Plan. The improvements will provide amenities for the track facility and softball fields. This project will include tennis courts, outside basketball courts and fitness facility.

5,000,000

Campus wide Accessibility Adaptations: This is the ongoing portion of the project with this segment in the planning phase.

150,000

Provision IV.E - Programmatic Initiatives in Middle Tennessee: Higher Education and Program Duplication

SBR will within 120 days reconvene presidents and senior academic officers at Austin Peay State University, Middle Tennessee State University, and TSU to: a) discuss whether program duplication, especially at the post-baccalaureate levels, is a barrier to the implementation of the states' commitment to enhance TSU, and b) develop a plan for the realignment of certain specified programs in order to support TSU's enhanced mission.

During the summer of 1999 Tennessee Board of Regents staff visited with the presidents from Austin Peay State University, Middle Tennessee State University, and Tennessee State

University to continue discussion and to develop a plan to promote further progress regarding this provision. Education and workforce development needs for Middle Tennessee and plans for academic programming to promote Geier goals, as well as meet the needs within the region, were developed.

Provision IV.F. - Higher Education in Middle Tennessee: Graduate Programs

During the next five years, SBR will accord TSU first priority for all new graduate program proposals in the Middle Tennessee region. No doctoral programs will be proposed or approved for Middle Tennessee State University or Austin Peay State University during the five-year period. In addition, there will be no net increase of new master's level degree programs at either Middle Tennessee State University or Austin Peay State University during the five-year period.

The Tennessee Board of Regents continues to monitor progress to ensure compliance with the provisions of this stipulation based upon the baseline inventory of existing graduate programs at Austin Peay State University, Middle Tennessee State University, and Tennessee State University that was adopted in 1985. All new graduate program proposals and program terminations are reviewed against this list. A review of the current 1999-2000 Academic Inventory shows that during this reporting period (October 1, 1998 through September 30, 1999), the following new program or program terminations have been approved by the Board for these three institutions:

<u>INSTITUTION</u>	<u>ACTION TAKEN</u>
APSU	No new graduate programs were approved and no existing graduate programs were terminated.
MTSU	<p>The following two (2) graduate programs were approved for MTSU:</p> <p>Concentration in English as a Second Language within the M.Ed. Program in Curriculum and Instruction</p> <p>Concentration in Financial Economics within the M.A. program in Economics</p> <p>The following two (2) graduate programs were terminated for MTSU:</p> <p>Concentration in Secondary Education and Curriculum Specialist in the Ed.S. program in Curriculum and Instruction</p> <p>Concentration in Secondary School and Curriculum Specialist within the M.Ed. Program in Curriculum and Instruction</p>

TSU The following five (5) graduate programs were approved for TSU:

Ph.D. program in Computer and Information Systems

Ed.S. program in School Psychology

Concentration in Holistic Nursing within the MSN program in Nursing

Concentration in Animal Science within the M.S. program in Agricultural Sciences

Concentration in Plant Sciences within the M.S. program in Agricultural Sciences

The following six (6) graduate programs were terminated at TSU.

Concentrations in:

Speech Pathology and Audiology within the M.Ed. Program in Special Education

Agribusiness Resource Economics within the M.S. program In Agricultural Sciences

Agricultural Statistics and Computer Applications within The M.S. program in Agricultural Sciences

Industrial Education within the M.Ed. Program in Curriculum and Instruction

Vocational Office Education within the M.Ed. program in Curriculum and Instruction

Counseling within the M.S. program in Guidance and Counseling

Provision IV.H – Higher Education in Middle Tennessee: Programming in Public Administration

"SBR will develop within 180 days at TSU an Institute of Government, funded through the normal budgetary process, offering a degree program and courses for credit in public administration to train qualified administrators as needed for senior and middle level positions in the state, county, and local governments, and to conduct research."

In compliance with this provision, the Institute of Government and the Ph.D. in Public Administration were approved by the Tennessee Board of Regents for TSU in 1985. The Institute continues to enroll students in both master's and doctoral programs and to engage in public service and research. Table 2 and Table 3 below show enrollments in and graduates from these and other programs initiated in response to various provisions of Section IV of the Settlement.

Table 2: Enrollment

Program	Fall 1998				Spring 1999			
	Black	White	Other	Total	Black	White	Other	Total
Hospitality Tourism Admin	15	2	0	17	17	3	0	20
Physical Therapy	258	62	8	328	211	50	9	270
Occupational Therapy	77	51	2	130	73	47	2	122
Institute of Gov't - MPA	19	35	2	56	18	24	2	44
Institute of Gov't - Ph.D.	2	7	1	10	2	6	0	8

Table 3: Graduates 1998-99

Program	Black	White	Other	Total
Hospitality Tourism Admin	2	1	0	3
Physical Therapy	17	13	0	30
Occupational Therapy	11	20	0	31
Institute of Gov't - MPA	0	12	0	12
Institute of Gov't - Ph.D.	0	2	0	2

Table 2 and Table 3 above show that the largest enrollments continue to be in physical therapy and occupational therapy. These programs also produce the largest number of graduates.

Provision VII – Creation of New Higher Education Institutions: Desegregation Impact Analysis

“The governing boards of the institutions under their jurisdiction will conduct a desegregation impact analysis prior to implementing any proposals for the creation of new

institutions or initiating changes in the mission of existing institutions. Defendants commit to implementing no such changes which would be inconsistent with provisions of this Stipulation of Settlement or which would adversely affect desegregation of higher education in Tennessee.”

During the reporting period, a bill was passed in the 101st Tennessee General Assembly to create a new community college in southwest Tennessee that includes the existent Shelby State Community College (SSCC) and the existent State Technical Institute at Memphis (STIM) campuses. The new institution in Memphis/Shelby County, which will be named the Southwest Tennessee Community College, will not be identified as a predominately one-race institution. The new community college promotes access of African American students to technical programs and white students to transfer programs. Thus, the new institution would provide expanded educational opportunities for all students in the Memphis/Shelby County area. A desegregation impact analysis of the proposed community college was conducted by the Tennessee Board of Regents Central Office predicated upon the expectation that SSCC and STIM would be obliged to operate as one institution on July 1, 2000 (**See Attachment A**).

Based upon procedures established for setting Geier enrollment objectives, the projection is that the new college’s objective will be 41.7% African American students. As a result, the new college is expected to meet or exceed its enrollment objective when one is established.

Geier employment objectives are established using Affirmative Action methods. At this time, these methods cannot be employed until the types and numbers of positions are identified for the newly created college. However, since both institutions have a collectively diverse employee population, the expectation is that the new institution will meet or be near any established employee objectives. Calculating expected values from combining current employment patterns at both institutions, an estimation can be made that an administrative goal will be approximately 23% African American administrators, a faculty goal will be approximately 17% African American faculty members, and a professional staff goal will be approximately 33% African American professionals. The current combined African American employee percentages for administrators, faculty, and professionals are 31.8%, 22.4%, and 46.2% respectively. As a result, the new college is expected to meet or exceed its employment objectives when they are established.

Conclusion

This 1999 report is presented to the Desegregation Monitoring Committee as a record of some of the steps Tennessee Board of Regents institutions have taken to continue our commitment to providing a non-racially identifiable system of higher education. The Tennessee Board of Regents has provided substantial funding for programs and projects in support of the Stipulation of Settlement during the reporting year and many times has gone beyond the requirements of the Stipulation. For the Tennessee Board of Regents, Stipulation goals remain both a primary concern and major focus of ongoing and creative interventions. The System will continue to make major efforts toward improving equity, access, and quality.

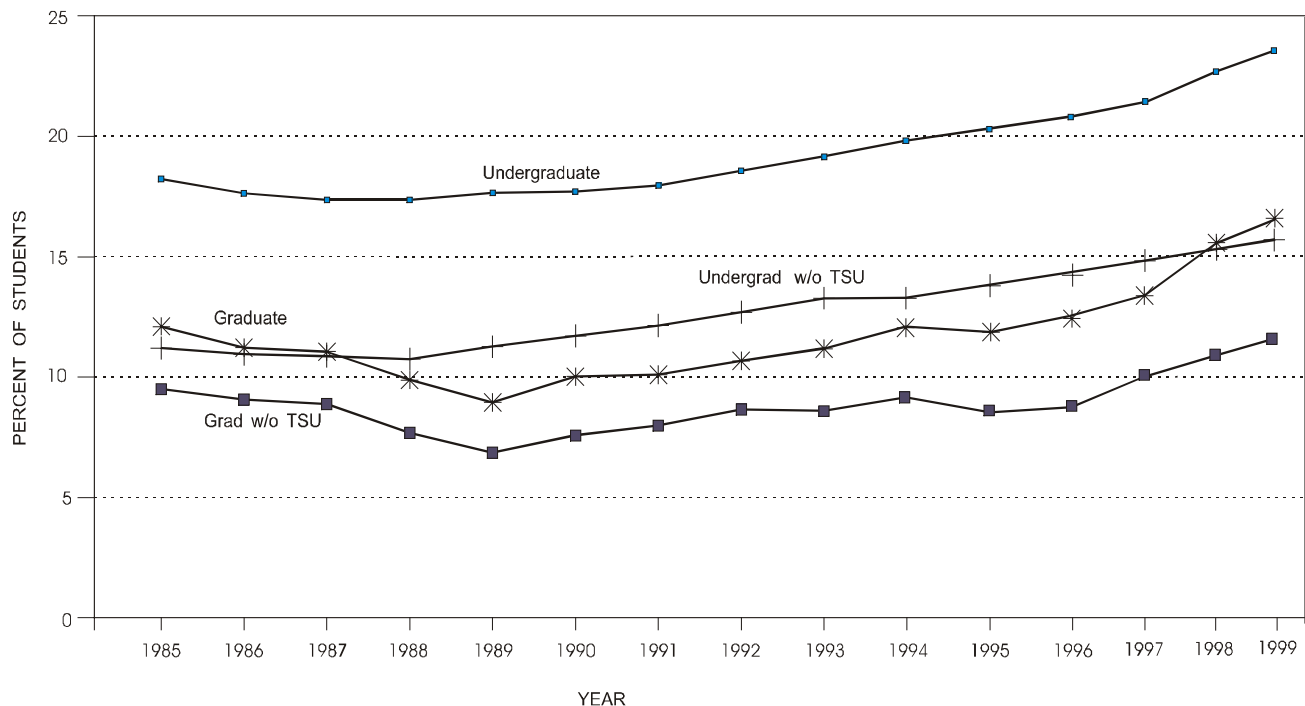
SUMMARY OF FALL 1999 STATISTICAL TABLES TENNESSEE BOARD OF REGENTS

STUDENT ENROLLMENT - TABLE 1

Undergraduate

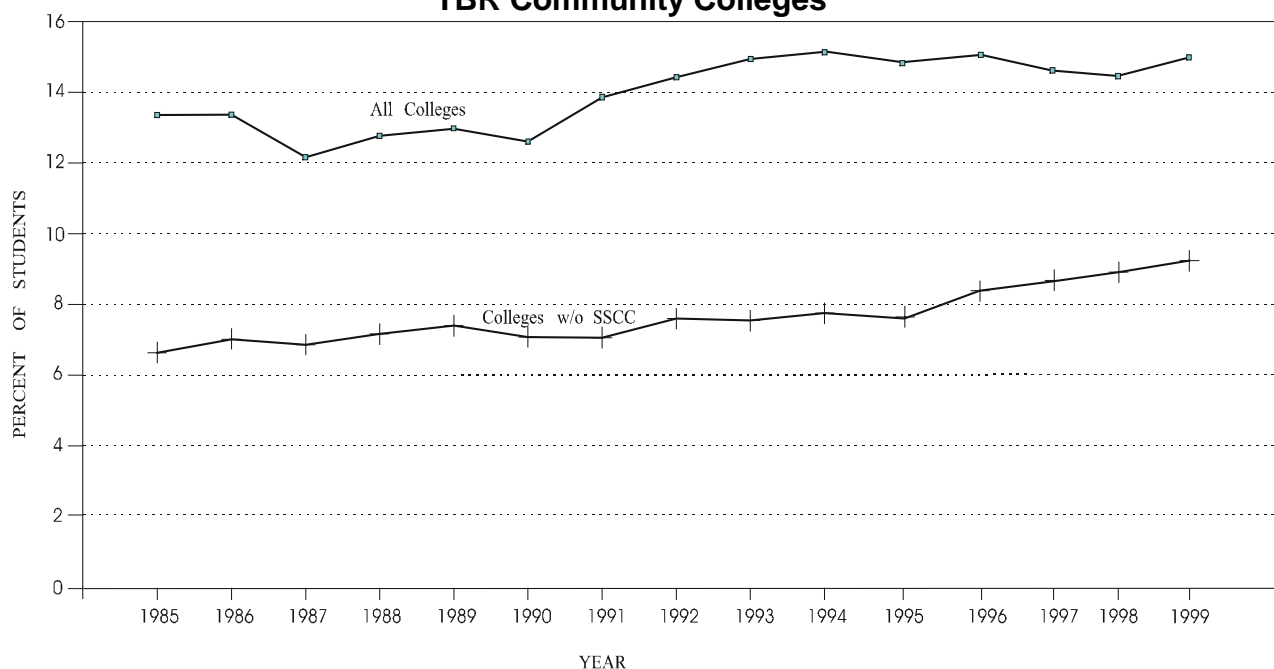
Since 1985, the number of black undergraduates enrolled in Tennessee Board of Regents universities has increased from 9,439 students to 14,914 students (a 58% increase). The current number of black undergraduates also represents a 5% increase of 710 students over the 14,204 students in 1998. When compared to the total enrollment, the current 23.61% black undergraduate enrollment has increased from the 22.87% reported in Fall 1998. Excluding Tennessee State University (TSU), the black enrollment growth from 5,125 students in 1985 to the current 8,880 students (73.3% increase) represents more than a four and one-half percentage point gain (from 11.2% to 15.9%) when compared to the total enrollment. During the past year, excluding TSU, the percentage of black undergraduates compared to the total undergraduate population increased from 15.4% to 15.9%. The University of Memphis continues its trend of increasing African-American enrollments with a gain of 1.8 percentage points over the previous year's black enrollment. While ETSU and TTU remained about the same as the previous year, MTSU gained slightly (0.3 percentage point) in the percentage of African-American undergraduates enrolled. The white enrollment at TSU has decreased 1.0 percentage point over the previous year. Graph 1 depicts the black enrollment trends since 1985.

Graph 1
Percent of Black Enrollment
TBR Universities



The number of black students attending community college increased slightly over the previous year (30 students) while the total number of students attending community colleges has fallen by 677 students. When compared to the total community college population, the percentage of black students increased by close to 0.3 percentage points over the previous year (14.62% in 1999 compared to 14.35% in 1998). Since 1985, the black enrollment increased by 2,800 students from 4,042 to 6,897 (13.4% of total population to 14.6%). When Shelby State Community College (SSCC) is excluded, the percentage of black students increased from 8.43% in 1998 to 8.70% in 1999. Five of the ten colleges under the Stipulation of Settlement (Chattanooga State, Cleveland State, Columbia State, Dyersburg State, and Jackson State) have seen increases in the percentage of other race students over the previous year. When compared to the previous year, Motlow State and Volunteer State have remained about the same while Roane State and Walters State have shown decreases of 0.2 and 0.4 percentage points, respectively. The white student population at Shelby State has shown a decrease of 1.2 percentage points over the previous year and is currently at 26.0% (1,144 white students) of the total student population. Graph 2 depicts the trends since 1985.

Graph 2
Percent of Black Enrollment
TBR Community Colleges



Graduate

At the Tennessee Board of Regents Universities, the percent of black graduate enrollment is 16.24% (1,903 students). The number of black graduate students has continued its increasing trend over the past years and this year's percentage of black graduate students is the highest it has been. When excluding Tennessee State, the percentage of black graduate students increased from 10.85% to 11.72% over the previous year. The percentage of white graduate students at TSU has decreased by 3.4 percentage points over last year (49.8% in 1998 vs. 46.4% in 1999).

Professional

Black medical students at East Tennessee State University represent 9.75% (23 students) of the medical school population in 1999. When compared to the previous year, the number of African-American students has increased slightly while the total enrollment has decreased slightly. As a result of these enrollment efforts, the medical school has met its enrollment objective for 1999.

The law school at the University of Memphis continues to meet its objective of 9.21% black student enrollment. Although the number of black law students dropped slightly over the previous year (4 students), a decrease in total enrollment has also occurred (from 462 in 1998 to 439 in 1999). The percent of African-American law students is 10.48%.

EMPLOYMENT - TABLE 1

Administrators

The administrator employment data show that the number of black university administrators has decreased by two persons over the previous year. The 1999 percentage of black university administrators (18.1% or 66 administrators) is 0.3 of a percentage point below the 1998 level and is close to three percentage points above the 1985 base level. When Tennessee State is excluded, the percentage of black administrators in 1999 (11.7%) remained close to last year's figure of 11.8%. Since 1985, the number of black administrators excluding TSU has risen from 11 administrators (3.4%) to 37 administrators in 1999. Graphs 3 and 4 show the employment trends for the universities.

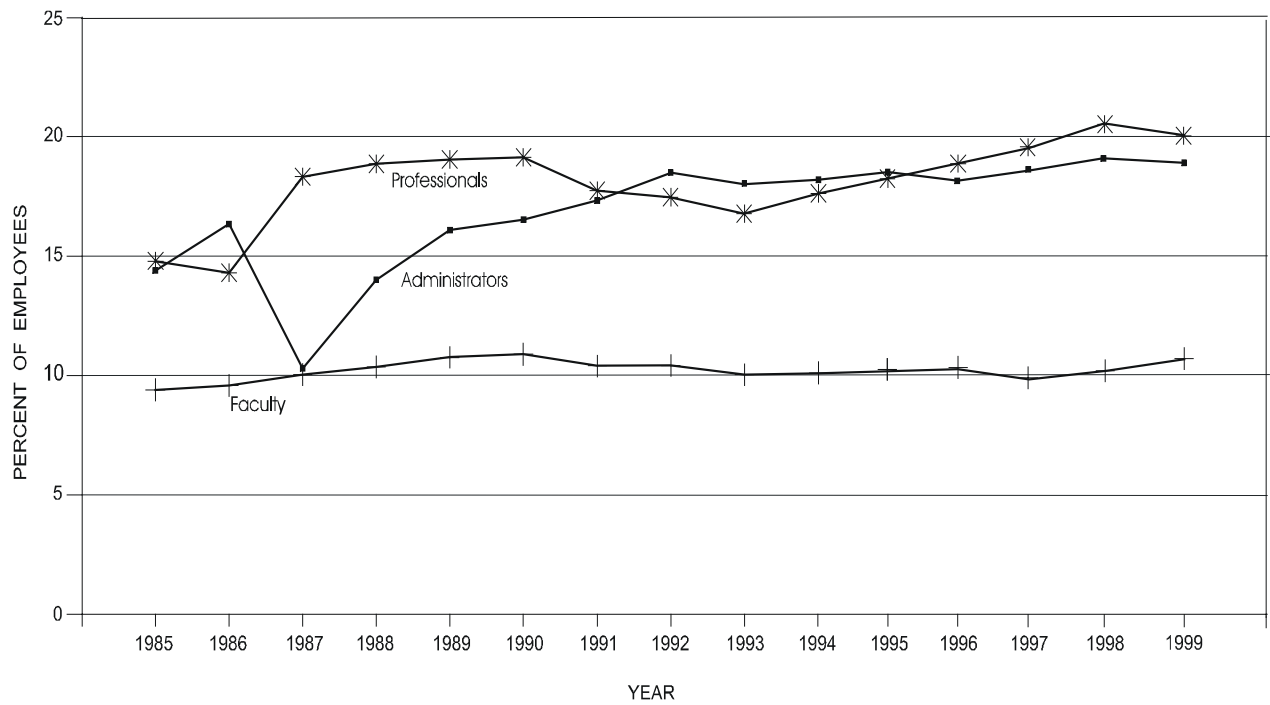
The number and percentage of black administrators at the community colleges have shown increases over the past year. The 24 black administrators in 1999 represent 21.2% of all community college administrators and represent a 2.4% increase from the previous year. At Shelby State, the percentage of white administrators has remained the same as the previous year at 50 percent. Excluding Shelby State, the number of administrators has increased by 2 persons. This number represents an increase of 1.7 percentage points over last year. The number of administrators has more than doubled from 6 black administrators in 1985 to 14 (15.1%) in 1999. Graphs 5 and 6 show the employment trends for the community colleges.

Faculty

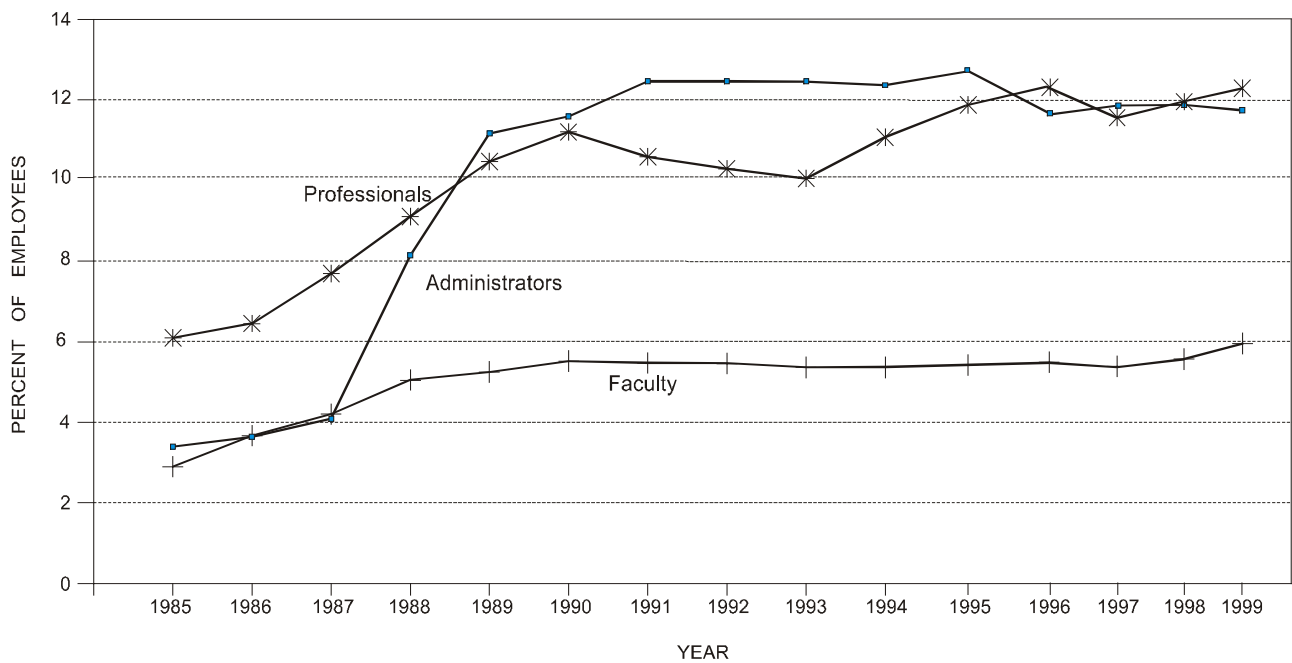
The faculty employment data show that the percentage of black faculty at the Tennessee Board of Regents universities has increased from the previous year (from 10.13% to 10.37%). Excluding Tennessee State University, the percentage of black faculty has also increased over the previous year to 6.0%. Without TSU, the number of black faculty increased from 66 (2.9% of total) in 1985 to 162 (6.0%) in 1999.

The percentage of black faculty at the community colleges has remained the same as the previous year at 10.3%. Excluding Shelby State Community College, the number of black faculty in 1999 (78) remained the same. This number represents 8.1% of the community college faculty.

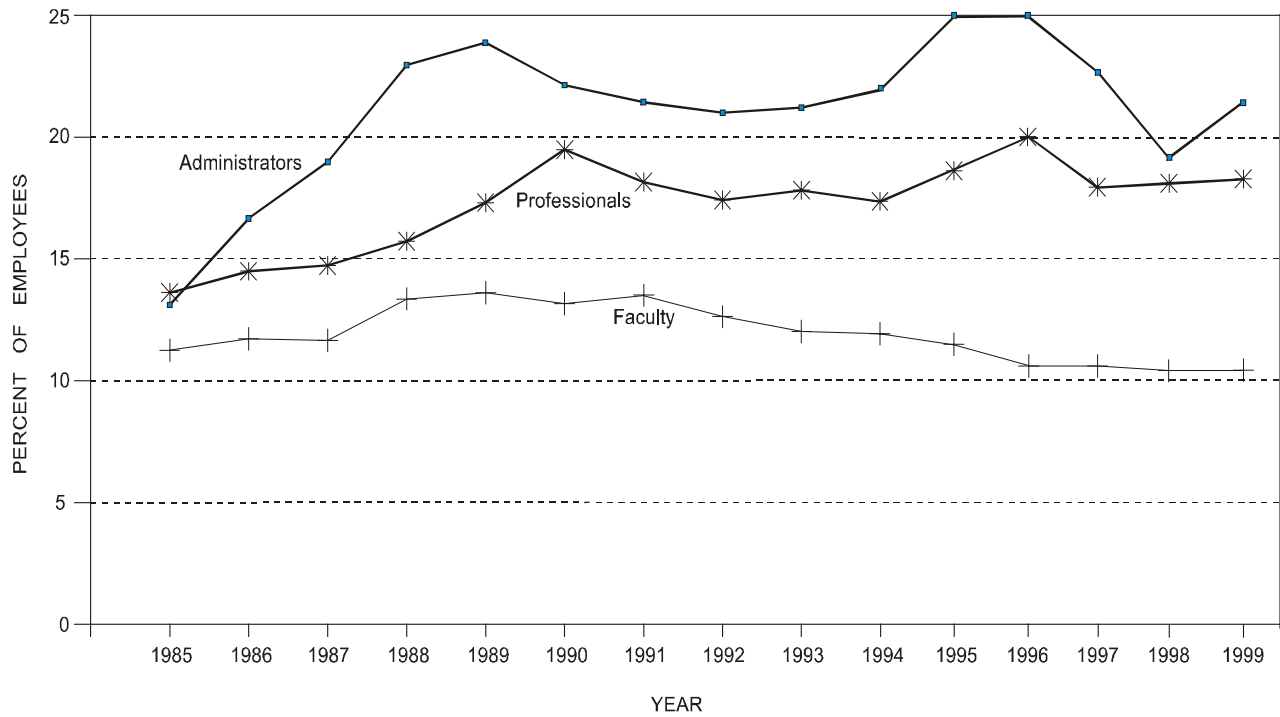
Graph 3
Percent of Black Employees
All TBR Universities



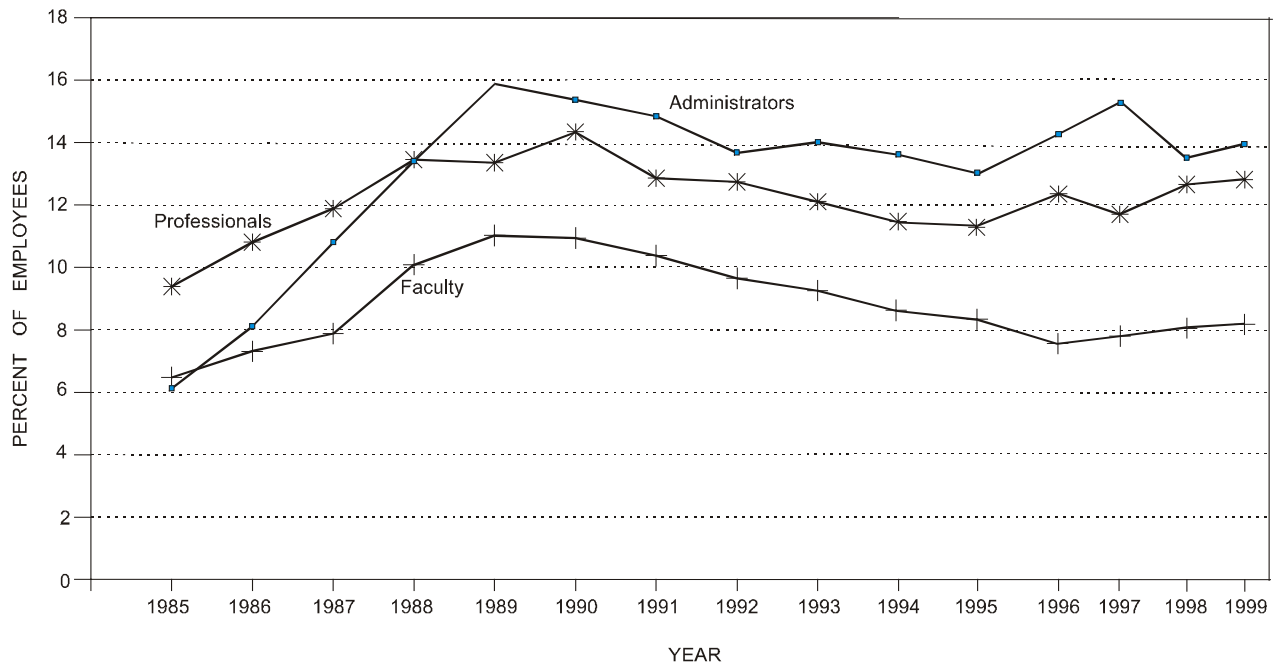
Graph 4
Percent of Black Employees
TBR Universities W/O TSU



Graph 5
Percent of Black Employees
All TBR Community Colleges



Graph 6
Percent of Black Employees
TBR Community Colleges W/O SSCC



Professionals

Although the number of black professionals at the universities has increased over the previous year (256 black professionals in 1998 to 268 black professionals in 1999), these numbers account for a 0.4 percentage point decrease from the past year (20.4% in 1998 and 20.0% in 1999). The number and percent is an increase from that of 1985 (90 black professionals and 14.8% of total). Excluding Tennessee State, the 1999 number of black professionals is also an increase from the previous year (129 in 1998 compared to 143 in 1999). These numbers account for a 0.4 percentage point increase from the previous year (from 11.9% in 1998 to 12.3% in 1999). In 1985, the number of black professionals and percentage were 41 and 6.1%, respectively.

The community colleges show that the number of black professionals employed over the previous year remained the same at 74 professionals. The percentage of black professionals has also remained relatively the same with a reduction of 2 employees overall (17.7% in 1998 and 17.8% in 1999). Excluding Shelby State Community College, the number of black professionals has also remained the same at 47 professionals. The percentage of black professionals has also remained relatively the same (12.4% in 1998 and 12.5% in 1999). In 1985, the number of black professionals and percentage were 17 and 9.4%, respectively.

Tennessee Board of Regents

The percentage of black administrators at the Tennessee Board of Regents indicates that the Board continues to meet its objective. The number and percentage of black administrators are 4 and 23.5%, respectively. The number of black professionals at the TBR central office is 4 or 10.8% of the total professional staff. This reduction of 1 black professional over the previous year of 5 professionals dropped the central office below their goal of 11.92% from 14.29% in 1998 to 10.8% in 1999.

TABLES 1A, 1B, and 1C

Tables 1A, 1B, and 1C show the number and percent of full-time employees in terms of restricted and unrestricted accounts. These tables show administrators, faculty, and professionals in the two types of accounts.

TABLES 1D and 1E

Tables 1D and 1E show enrollment and employment data for TBR institutions not under the Stipulation of Settlement. In 1998, there were 4,972 black students accounting for 17.7% of the students. In 1999 the number of black students decreased to 4,891, with the percentage of black students decreasing by 0.2% to 17.5%. Although the number has remained the same, the percentage of black administrators has decreased from 19.1% in 1998 to 17.3% in 1999. The percentage of black faculty has also decreased slightly from 9.5% in 1998 to 9.4% in 1999 with the number of black faculty dropping by 1. The percentage of professionals has increased when compared to 1998 from 17.5% to 21.65% (34 black professionals in 1998 and 41 black professionals in 1999).

FTE ENROLLMENT - TABLE 2

Table 2 depicts the enrollment data shown in Table 1 as full-time equivalent enrollment rather than headcount data.

FIRST-TIME FRESHMEN - TABLE 3

Table 3 shows a headcount of first-time freshmen in Tennessee public institutions. A review of the table shows that the percent of black students relative to total first-time freshmen enrolled in universities increased slightly over the previous year to 26.7%. When Tennessee State is excluded, the percentage also increased from 15.2% to 15.6%. The percentage of black, first-time freshmen decreased at APSU from 18.9% to 16.2%. The percentage of white, first-time freshmen at Tennessee State decreased from the 7.8% level in 1998 to 6.9% in 1999.

When compared to the previous year, the community colleges increased slightly in black first-time freshmen as a percentage of the total first-time students (15.8% in 1998 and 16.0% in 1999). When Shelby State is not included, the percentages increased from 9.8% in 1998 to 10.0% in 1999. The proportion of first-time, white freshmen decreased 1.6 percentage points at Shelby State from 18.9% white freshmen to 17.2% white students.

UPPER LEVEL HIRES - TABLE 4

Table 4 shows who has been hired at Tennessee Board of Regents institutions at the level of department head and above. Sixteen of the one hundred thirteen hires (14.2%) are other-race employees. Excluding Tennessee State and Shelby State, 10.6% of 94 hires are black upper level hires.

DESEGREGATION OBJECTIVE ATTAINMENT - TABLES 5 Through 8

Enrollment - Table 5

Table 5 shows the percent of the objective each institution has attained for a particular student level. East Tennessee State University has exceeded its undergraduate level objective while three of the remaining five universities have reached at least 80% of their objectives. At the graduate level, four of the six universities have attained their objectives. These institutions are Austin Peay State University, East Tennessee State University, Middle Tennessee State University, and the University of Memphis. East Tennessee State University and the University of Memphis have also attained the enrollment objectives for their professional schools. Motlow State Community College has attained its objective. Eight of the remaining nine community colleges in the Stipulation of Settlement have reached at least 70% of their objectives with five of those reaching at least 80% of their objective.

Employment - Tables 6, 7 and 8

Table 6 reflects the percentage of other-race administrators for each Board of Regents institution in the Stipulation of Settlement as well as the objective and the percentage of the objective achieved in this area. Ten institutions (Austin Peay State University, Middle Tennessee State University, University of Memphis, Chattanooga State, Columbia State, Jackson State, Motlow State, Roane State, Volunteer State, and Walters State), the East Tennessee State University College of Medicine, and the Tennessee Board of Regents Central Office have exceeded their objectives for percentage of other-race administrators.

Table 7 reflects the same information as Table 6 as it relates to other-race faculty. Seven institutions (Austin Peay State University, Middle Tennessee State University, Tennessee Technological University, the University of Memphis, Columbia State Community College, Jackson State Community College, and Roane State Community College) and the East Tennessee State University College of Medicine have exceeded their objectives.

Table 8 provides objective achievement data as it relates to other-race professionals. Nine Board of Regents institutions have exceeded their objectives. These institutions are: Austin Peay State University, Middle Tennessee State University, Chattanooga State Technical Community College, Cleveland State Community College, Columbia State Community College, Jackson State Community College, Roane State Community College, Volunteer State Community College, and Walters State Community College. The University of Memphis has attained over 96% of its objective.

GRADUATION RATES - TABLE 9

Table 9 provides the number and percentage of black graduates by degree level from Tennessee public institutions. Overall, the percentage (16.1%) of black graduates by degree level showed an increase from the 1998 percentage (14.9%) at Tennessee Board of Regents universities. Two certificates and 71 associate degrees from universities were awarded to black students in 1999. The percentage of black students receiving bachelor's degrees (18.2%) increased over the last year (16.6%). The percentage of black students receiving professional degrees also increased from 7.7% in 1998 to 9.1% in 1999. The percentage of black students receiving masters degrees decreased slightly (11.4% in 1998 and 11.2% in 1999). The awarding of specialist degrees increased from 0.9% in 1998 to 2.4% in 1999, and the awarding of doctorates decreased from 12.9% to 11.9%. For the community colleges, the percentage of black students receiving certificates or associate degrees in comparison to the total graduates increased from 9.9% in 1998 to 10.1% in 1999.

RETENTION AND PROGRESSION RATES - TABLES 10 Through 16

Table 10 describes the rate of progression for fall 1993 first-time, full-time freshmen at TBR universities through the 1998-99 school year. These tables show that 21.0%, or 1,618 of these freshmen were black students. Of those black students 35.4% received a four-year degree from a state university within six years, while 40.2% of all TBR students achieved this goal. Overall, Tennessee Technological University has the best percentage of black students receiving a four-year degree within six years. Specifically, 43.9% of the black freshmen entering that university in 1993 received a four-year degree from the enrolling institution or another state institution within six years.

Table 11 reflects retention of 1998 first-time, full-time freshmen enrolled at any level in Fall 1999. The black freshmen retention rate was 80.7% as compared to 77.0% for whites and 78.0% for all students. Excluding Tennessee State, the black retention rate was 78.0%, the white retention rate was 77.0%, and the overall rate was 77.2%.

Tables 12 through 16 show retention for various freshmen classes as they move through various class levels.

ATTACHMENT A

**Desegregation Impact Analysis of the
Proposed Community College in Southwest Tennessee**

**Report by
Tennessee Board of Regents**

May 31, 1999

Desegregation Impact Analysis of the Proposed Community College in Southwest Tennessee

INTRODUCTION

A bill has been passed by the 101st Tennessee General Assembly to create a new community college in southwest Tennessee that will include Shelby State Community College and State Technical Institute at Memphis campuses. Under Provision VII of the Geier Stipulation of Settlement, the Tennessee Board of Regents is required to do a desegregation impact analysis prior to implementing this proposal. The following document analyzes the desegregation impact of the proposed action and concludes that the creation of the new community college in southwest Tennessee will not have an adverse impact on desegregation, but rather will have a positive, constructive influence.

I. HISTORY

The Geier lawsuit was filed in 1968. In 1969, a community college was authorized for Shelby County. None existed there at the time. In 1970, the Chair of the Tennessee Board of Education recommended that the main campus of the new community college be built on the east side of Shelby County on a portion of the Penal Farm and that a central city campus also be built at a later time.

By 1973, the issue of the campus location had been raised as an issue in Geier. By Order entered June, 1973 the Court held that building two campuses at the same time would perpetuate a dual system of education because the mid-town site would be identified as black and the Penal Farm site as white. The Court ordered that the community college be built at the mid-town site first.

The Order also stated:

There are valid educational reasons for the adoption of the multi-campus concept of community colleges in an urban area the size of Memphis.

The most important reason for multi-campus community colleges is to bring the educational resources of the institution nearer to potential students and thus increase the probability that these resources will be effectively utilized.

The multi-campus concept for heavily populated urban areas is sound, but only as the need for additional campuses becomes evident.

In 1973, the Court did not consider State Technical Institute at Memphis and its location

Now, 27 years later, there is a demonstrated need for a multi-campus community college. Enrollments have been on a steady decline since 1993 due in part to limited missions of each of

the current institutions and negative publicity. The separate missions of each campus have created a programming void for many of the residents in the Memphis area. As one broadens program offerings across the Memphis area rather than at specific locations, the new community college will increase access and meet the needs of a more diverse group of students, which should reverse the current enrollment trends. The proposal to create a new community college in southwest Tennessee includes administrative offices separate from the current campuses of Shelby State Community College and State Technical Institute at Memphis, and takes into consideration the branch campuses that have developed in the ensuing years to better serve students.

II. IMAGE

Under Provision VIII of the Stipulation, no institution is to be identified as a predominately one-race institution in official publications. The goal of the Stipulation is to create a unitary, desegregated system of higher education.

Shelby State Community College was created after the end of de jure segregation. It was located in mid-town Memphis, in part because of Geier, to attract African-American students. This has so successfully occurred, that when student and employment goals are set under Geier for Shelby State Community College, “other-race” is white. Although Shelby State Community College is careful not to project a racially identifiable image, it tends to be known in Memphis/Shelby County as a predominately black school.

Although not officially part of the initial Geier litigation, State Technical Institute at Memphis has been setting enrollment and employment goals as defined by Geier. For both employment and enrollment for State Technical Institute at Memphis, “other-race” is African-American.

A new institution in Memphis/Shelby County with separate administrative offices, campuses on each of the existent Shelby State and State Technical Institute sites, and a third campus, can provide programs that far better serve all the residents of the area as discussed below. Moreover, the new institution will not be perceived as either predominately white or predominately black. Rather, it will be a new institution with three strategically placed campuses serving the African-American and white residents of Memphis/Shelby County.

III. ACADEMIC PROGRAMS

Section I (A) of the Stipulation states that the primary purposes of the Stipulation include “the maximization of educational opportunities for black citizens of the State of Tennessee....” As discussed below, the creation of the community college in southwest Tennessee will expand access to African-American students in Memphis/Shelby County.

- Current Status: Shelby State Community College

The curriculum of Shelby State Community College (SSCC) focuses primarily on transfer programs to four-year institutions. Historically, SSCC has served mostly African-American

students. Upon successful completion of program requirements, students are awarded Associate of Arts or Associate of Science degrees. These degrees are equivalent to completion of the first two years of a baccalaureate program. For students seeking immediate career opportunities or licensure, SSCC is limited to awarding certificates and the Associate of Applied Science degree in business and office technologies, public service technologies, education, human services, dietetics, and health-related fields. As it is presently structured, SSCC cannot provide technical programs for students seeking immediate career opportunities or licensure in the technical fields, such as computer engineering, computer systems analysts, etc. Current students at SSCC continue to have limited access to technical programs in the Shelby County area.

- *Current Status: State Technical Institute at Memphis*

The curriculum of State Technical Institute at Memphis (STIM) focuses on technical education. Historically, the institution has served mostly white students. The college offers associate degree programs in more than 20 business, technical, and related fields and also designs specialized courses and programs as needed. Because of its mission, students at STIM are limited in their ability to transfer to four-year institutions.

- *Combined Programming: A New Community College in Southwest Tennessee*

The new community college in southwest Tennessee promotes the access of African-American students to technical programs and of white students to transfer programs. The new college would provide expanded educational opportunities for all students in the Memphis/Shelby County area. As a comprehensive community college, it is expected that the institution would respond vigorously to the educational and workforce development needs of its community. The new community college would be an open-access, multi-campus institution serving a diverse population. Classes would be scheduled days, evenings, and weekends at the multiple locations to provide all students with convenient access to both technical and associate degree/transfer programs. A new community college in southwest Tennessee would promote the development of Memphis/Shelby County and the surrounding areas by conducting cooperative activities with the business and medical communities, government agencies, and educational institutions. The institution would endeavor to maintain strong ties with business, industry, and government in an effort to enhance economic development throughout the Memphis/Shelby County area and to support the growth and improvement of the community at large. Additionally, The University of Memphis (U of M) stands to benefit tremendously from the expected growth in the number of students who would now have convenient access to transfer programs. After the successful completion of such programs, students who subsequently choose to pursue advanced degrees would be able to do so in a planned and orderly manner. These students would be able to articulate directly with U of M, and thus, increase the availability and diversity of the University's potential student pool.

IV: STUDENT ENROLLMENT

Provision II of the Stipulation of Settlement

- Current Status: SSCC & STIM

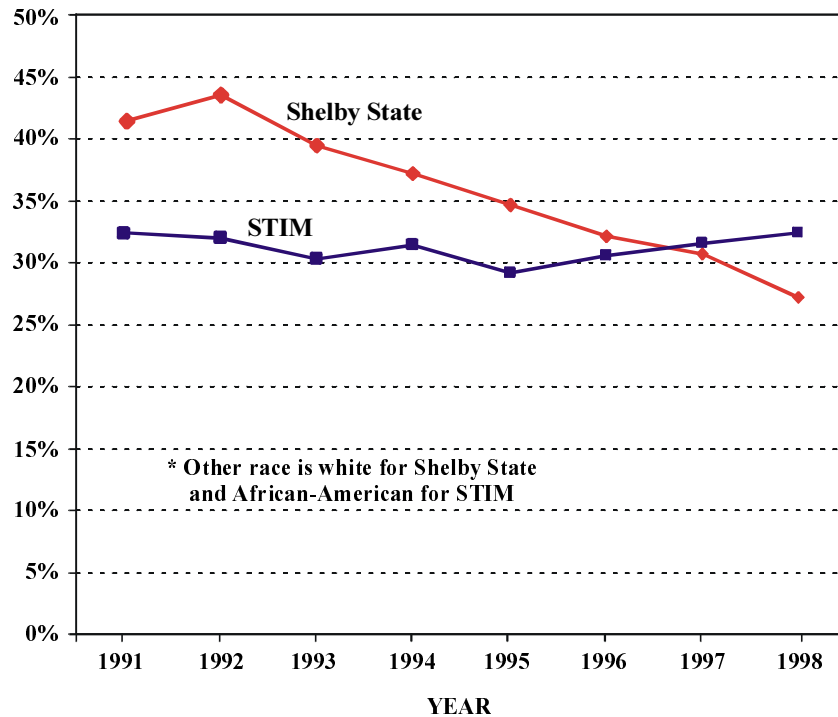
Provision II of the settlement identifies programs designed specifically to recruit and retain other-race students at TBR institutions. To this end, TBR institutions have set goals to satisfy the objective for other-race student enrollment as determined by the Stipulation of Settlement. Shelby State Community College (SSCC) and State Technical Institute at Memphis (STIM) have Geier enrollment objectives of 54.27% white students and 40.10% black students, respectively. SSCC's current enrollment of 1,237 white students accounts for 27.3% of the total student population, which represents an attainment of approximately 50.2% of the desired goal. In addition, STIM's current enrollment of 2,874 black students accounts for 32.5% of the total student population, which represents approximately 81% of the desired goal. Table 1 below shows the enrollments for both Shelby State Community College and State Technical Institute at Memphis.

Table 1
Enrollments by Race at SSCC and STIM

Enrollment									
		<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>
SSCC	Total	6,069	6,988	7,018	6,579	6,350	5,862	5,058	4,542
	Black	3,476	3,830	4,128	4,026	4,057	3,863	3,403	3,216
	White	2,509	3,040	2,769	2,443	2,198	1,879	1,554	1,237
	Other	84	118	121	110	95	120	101	89
	% Black	57.3%	54.8%	58.8%	61.2%	63.9%	65.9%	67.3%	70.8%
STIM	Total	10,010	10,519	11,117	10,687	10,569	10,195	9,049	8,835
	Black	3,245	3,357	3,363	3,358	3,088	3,118	2,851	2,874
	White	6,512	6,897	7,463	7,046	7,125	6,638	5,774	5,500
	Other	253	265	291	283	356	439	424	461
	% Black	32.4%	31.9%	30.3%	31.4%	29.2%	30.6%	31.5%	32.5%

Figure 1 presents the enrollment trends for the percent of other race students from 1991 to 1998 at SSCC and STIM. As depicted in the graph, since 1991, when enrollment objectives were first set for STIM, both schools have not been able to meet their objectives for percentage of white students (54.27%) for SSCC and black students (40.10%) for STIM.

Figure 1
Shelby State Community College and State Technical Institute at Memphis
Percent Other Race Student Enrollment*



- Combined Enrollments: The New Community College in Southwest Tennessee

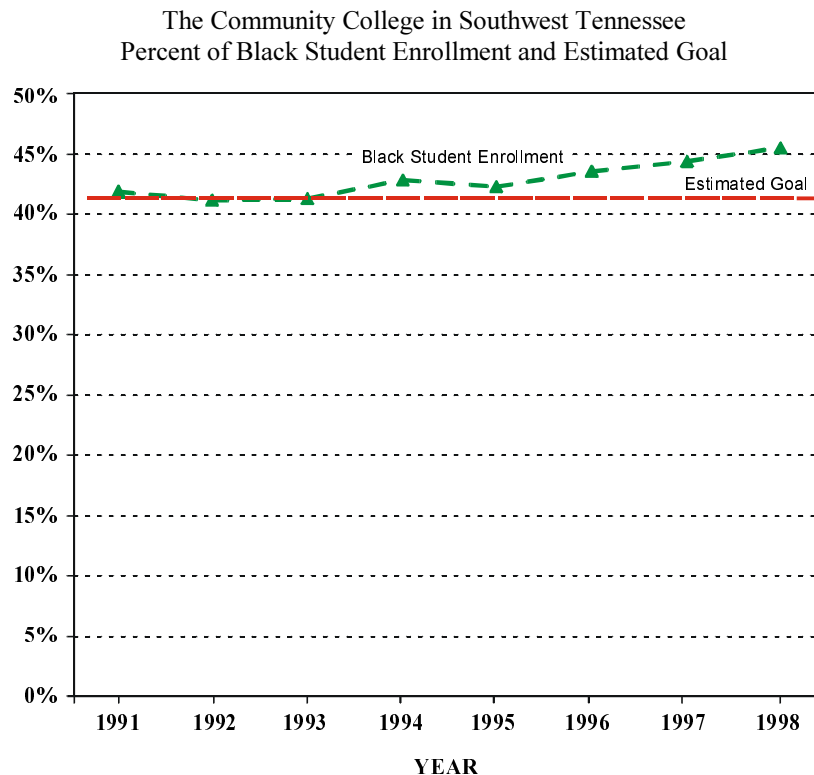
Although the percentage of black students enrolled at both Shelby State Community College and State Technical Institute at Memphis has increased from 41.8% to 45.5% since 1991, the number of black students has decreased from 6,721 to 6,090. This decrease corresponds to a drop in overall enrollments at both of these institutions and is also due to the fact that Shelby State's Geier goal was to attract white students. Table 2 shows the combined enrollments by race of SSCC and STIM.

Table 2
Combined Enrollments by Race at SSCC and STIM

Combined SSCC and STIM Enrollments								
	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>
Total	16,079	17,507	18,135	17,266	16,919	16,057	14,107	13,377
Black	6,721	7,187	7,491	7,384	7,145	6,981	6,254	6,090
White	9,021	9,937	10,232	9,489	9,323	8,517	7,328	6,737
Other	337	383	412	393	451	559	525	550
% Black	41.8%	41.1%	41.3%	42.8%	42.2%	43.5%	44.3%	45.5%

If an enrollment objective were established in accordance with the methods used in 1993, the Geier goal for the new community college in southwest Tennessee would be estimated to be set at 41.7% black student enrollment (see Appendix A). Currently, the percentage of African-American students enrolled at both campuses (SSCC & STIM) is 45.5%. Table 2 shows that, if the new community college in southwest Tennessee had been established in 1993, the college would have met its Geier objective in Fall 1994 with a black student enrollment of 42.8% of its total student population. Figure 2 below shows that the combined number of black students depicts an increasing trend. Thus, the new college is expected to meet or exceed its enrollment objective when one is established.

Figure 2



V. EMPLOYMENT

Provision III of the Stipulation of Settlement

- Current Attainment of Geier Administrator Objectives

Shelby State Community College has an objective of 56.40% white administrators. Currently, 50% (8) of all administrators at SSCC are white, which represents approximately 89% of the desired goal. On the other hand, State Technical Institute at Memphis has a Geier objective of 10.30% black administrators, which has been met with the current number of 6 black administrators. The six black administrators represent 21.43% of the total administrators at STIM. This number represents a goal attainment level of 208%.

Table 3 below shows the number and percentages of administrators by race for both Shelby State Community College and State Technical Institute at Memphis since 1991.

Table 3
Administrators by Race at SSCC and STIM

Administrators									
		<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>
SSCC	Total	25	24	25	26	29	29	23	16
	Black	12	12	13	14	19	18	12	8
	White	13	12	12	12	10	11	11	8
	Other	0	0	0	0	0	0	0	0
	% Black	48.0%	50.0%	52.0%	53.8%	65.5%	62.1%	52.2%	50.0%
STIM	Total	12	20	29	23	21	30	26	28
	Black	0	4	5	7	7	6	4	6
	White	12	16	23	16	14	23	22	22
	Other	0	0	1	0	0	1	0	0
	% Black	0.0%	20.0%	17.2%	30.4%	33.3%	20.0%	15.4%	21.4%

- Combined Administrative Employment: The New Community College in Southwest Tennessee

Although the percentage of black administrators employed at both Shelby State Community College and State Technical Institute at Memphis has decreased slightly from 32.4% to 31.8% since 1991, the number of black administrators has increased from 12 to 14. Table 4 shows the combined employment of administrators by race at SSCC and STIM.

Table 4
Combined Number of Administrators by Race
Shelby State and State Technical Institute at Memphis

Combined Administrators at SSCC and STIM								
	1991	1992	1993	1994	1995	1996	1997	1998
Total	37	44	54	49	50	59	49	44
Black	12	16	18	21	26	24	16	14
White	25	28	35	28	24	34	33	30
Other	0	0	1	0	0	1	0	0
% Black	32.4%	36.4%	33.3%	42.9%	52.0%	40.7%	32.7%	31.8%

If an administrative objective were established in accordance with the methods used in 1993, the Geier goal for the new community college in southwest Tennessee would be set through the affirmative action planning process. This process looks at all existing workforce and job group classifications to ensure conformity with federal regulations. Existing classifications might be grouped on such criteria as wage rates, similar utilization patterns, EEOC categories, and level of responsibility. Thus, unlike the enrollment goal setting process that can be based on current enrollment and most recent census data, employee objectives are dependent on the college organization and staffing patterns. Questions may also arise as to whether historical aspects of the two current institutions should be considered in any goal setting process. Consequently, the goals cannot be specifically estimated at this time.

However, one can provide a general estimate based on current organization, staffing patterns, and history. The goal will be estimated by considering the current objective in light of the number of black employees as a proportion of the total number of employees employed during Fall 1998 at SSCC and STIM. The ratio of the expected number of black administrators to the total number of administrators will be used as the objective. The estimated administrative objective for the new community college in southwest Tennessee is expected to be 22.73% black administrators (see Appendix B for calculation of this goal). Since the combined percentage of black administrators is 31.8% (see Table 4), the new community college in southwest Tennessee is expected to meet or exceed its administrative objective when one is established.

- *Current Attainment of Geier Faculty Objectives*

Shelby State Community College has a faculty objective of 65.10% white faculty members. Currently, the 75 white faculty accounts for 65.22% of all faculty at SSCC. This number represents a goal attainment level of 100.2%. State Technical Institute at Memphis has a Geier objective of 7.30% black faculty members. The current number of 28 black faculty members accounts for 17.28% of the total faculty. This number represents a goal attainment level of 237%.

Table 5 below shows the number and percentages of faculty by race for both Shelby State Community College and State Technical Institute at Memphis since 1991.

Table 5
Faculty by Race at Shelby State and State Technical Institute at Memphis

Faculty									
		<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>
SSCC	Total	116	119	129	137	137	135	130	115
	Black	40	40	40	46	44	42	40	34
	White	71	73	83	85	87	86	83	75
	Other	5	6	6	6	6	7	7	6
	% Black	34.5%	33.6%	31.0%	33.6%	32.1%	31.1%	30.8%	29.6%
STIM	Total	151	154	161	153	164	162	162	162
	Black	25	28	30	28	30	30	30	28
	White	125	125	129	125	132	129	129	131
	Other	1	1	2	0	2	3	3	3
	% Black	16.6%	18.2%	18.6%	18.3%	18.3%	18.5%	18.5%	17.3%

- Combined Faculty: The New Community College in Southwest Tennessee

The percentage of the combined employment of black faculty at both institutions has decreased from 24.3% to 22.4% since 1991. The number of black faculty has also decreased from 65 black faculty members to 62 black faculty members. Table 6 shows the combined employment of faculty by race of SSCC and STIM.

Table 6
Combined Number of Faculty by Race
Shelby State Community College and State Technical Institute at Memphis

Combined Number of Faculty at SSCC and STIM								
Total	267	273	290	290	301	297	292	277
Black	65	68	70	74	74	72	70	62
White	196	198	212	210	219	215	212	206
Other	6	7	8	6	8	10	10	9
% Black	24.3%	24.9%	24.1%	25.5%	24.6%	24.2%	24.0%	22.4%

If the faculty objective were established in accordance with the methods used in 1993, the Geier goal for the new community college in southwest Tennessee would be set through the affirmative action planning process. This process is similar to the one described above for

administrators. The goals will be estimated by considering the current objectives in light of the number of black faculty employees and the total number of faculty employed during Fall 1998. The ratio of the expected number of black faculty to the total number of faculty will be used as the objective. The estimated faculty objective for the new community college in southwest Tennessee is expected to be 16.61% black faculty members (see Appendix B for calculation of this goal). Since the combined percentage of black faculty is 22.4% (see Table 6), the new college is expected to meet or exceed its faculty objective when one is established.

- *Current Attainment of Geier Professional Staff Objectives*

Shelby State Community College has a professional staff objective of 58.50% white professionals. Currently, the 12 white professionals account for 30.00% of all professionals at SSCC. This number represents a goal attainment level of 51.3%. State Technical Institute at Memphis has a Geier objective of 28.20% black professional staff. The current number of 21 black professionals accounts for 32.8% of the total professionals at the institution. This number represents a goal attainment level of 116.3%.

Table 7 below shows the number and percentages of professionals by race for both Shelby State Community College and State Technical Institute at Memphis since 1991.

Table 7
Professionals by Race at Shelby State and State Technical Institute at Memphis

Professionals									
		<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>
SSCC	Total	29	36	42	47	53	55	40	40
	Black	18	18	24	27	33	37	27	27
	White	10	17	17	19	18	16	12	12
	Other	1	1	1	1	2	2	1	1
	% Black	62.1%	50.0%	57.1%	57.4%	62.3%	67.3%	67.5%	67.5%
STIM	Total	66	61	54	61	59	55	61	64
	Black	20	17	18	15	16	17	21	21
	White	44	42	36	45	42	38	40	43
	Other	2	2	0	1	1	0	0	0
	% Black	30.3%	27.9%	33.3%	24.6%	27.1%	30.9%	34.4%	32.8%

- *Combined Professional Staff: The New Community College in Southwest Tennessee*

The percentage of the combined employment of black professionals at both institutions has increased from 40.0% to 46.2% since 1991. The number of black professionals has also increased from 38 black professional staff to 48 black professionals. Table 8 shows the combined employment of professionals by race at SSCC and STIM.

Table 8
Combined Number of Professionals by Race
Shelby State Community College and State Technical Institute at Memphis

Combined Number of Professionals at SSCC and STIM								
Total	95	97	96	108	112	110	101	104
Black	38	35	42	42	49	54	48	48
White	54	59	53	64	60	54	52	55
Other	3	3	1	2	3	2	1	1
% Black	40.0%	36.1%	43.8%	38.9%	43.8%	49.1%	47.5%	46.2%

If a professional staff objective were established in accordance with the methods used in 1993, the Geier goal for the new community college in southwest Tennessee would be set through the affirmative action planning process. This process is similar to the one described above for administrators. The goals will be estimated by considering the current objectives in light of the number of black professional employees and the total number of professionals employed during Fall 1998. The ratio of the expected number of black professionals to the total number of professionals will be used as the objective. The estimated professional staff objective for the new community college in southwest Tennessee is expected to be 32.69% black professional staff (see Appendix B for calculation of this goal). Since the combined percentage of black professionals is 46.2% (see Table 8), the new college is expected to meet or exceed its professional staff objective when one is established.

APPENDIX A ESTIMATED ENROLLMENT GOAL CALCULATION

Enrollment Objectives Based on 1990 Census 1994-95 Update

The revisions of the enrollment goals in 1991 were made with the knowledge that these goals would be updated when the 1990 census data became available. These data became available in the Fall of 1993. As a result, the enrollment goals were updated for the 1994-95 year in order to reflect the 1990 census.

The methodology for determining the undergraduate enrollment goal was the same as that used in 1991. This methodology assumed that an institution's student body draws proportionately, by race, from all eligible citizens in its service area. In essence, the operational practice and model for projecting numbers of undergraduate other-race students presumed the following principles:

1. The racial composition of a segment of an institution's student population should reflect the racial composition of eligible students in the service area.
2. An institution's service area is defined as the scope and proportion of counties from which its fall 1993 student body is drawn. For example, if institution X has five students, two from Shelby County, one from Davidson County, one from Tipton County, and one from outside Tennessee, its service area is 40% Shelby County, 20% Davidson County, 20% Tipton County, and 20% out-of-state.
3. The racial composition of out-of-state students is assumed to be constant at the fall 1993 level, and the out-of-state region is treated as if it were a separate county.
4. The racial composition of the student body 25 years of age and over should reflect the racial composition of high school graduates in the service area who are 25 and over. The racial composition of students under 25 should reflect the racial composition of recent public high school graduates in the service area, except in counties where the percentage of recent high school graduates attending private high schools in a given county exceeds 5%. In counties where private high school attendance is significant, the racial composition of both public and private high schools should be reflected proportionately in the undergraduate colleges' enrollment of students under 25.

Southwest Community College Projected Objective

	1993 HS			1990 Census	Under 25		Over 25		Expected Under 25	Expected 25 & Over	Total	Percent
	1993 HS Grads	Black Grads	1993 HS Pct Black	Black HS Grad	1993 Enrl	# Blacks	1993 Enrl	# Blacks			Blacks Expected	Blacks Expected
ANDERSON	689	40	5.81%	3.10%	0	0	3	0	0.00	0.09	0.09	3.10%
BEDFORD	316	39	12.34%	9.46%	0	0	0	0	0.00	0.00	0.00	0.00%
BENTON	132	6	4.55%	2.13%	0	0	1	0	0.00	0.02	0.02	2.13%
BLED SOE	68	0	0.00%	5.28%	0	0	0	0	0.00	0.00	0.00	0.00%
BLOUNT	805	30	3.73%	2.83%	1	0	0	0	0.04	0.00	0.04	3.73%
BRADLEY	695	47	6.76%	4.03%	0	0	0	0	0.00	0.00	0.00	0.00%
CAMPBELL	274	0	0.00%	0.54%	0	0	0	0	0.00	0.00	0.00	0.00%
CANNON	99	1	1.01%	1.38%	0	0	1	0	0.00	0.01	0.01	1.38%
CARROLL	297	36	12.12%	9.31%	3	3	0	0	0.36	0.00	0.36	12.12%
CARTER	517	8	1.55%	0.60%	0	0	0	0	0.00	0.00	0.00	0.00%
CHEATHAM	258	3	1.16%	1.46%	0	0	2	0	0.00	0.03	0.03	1.46%
CHESTER	140	13	9.29%	8.20%	1	0	2	0	0.09	0.16	0.25	8.41%
CLAIBORNE	184	4	2.17%	0.69%	0	0	0	0	0.00	0.00	0.00	0.00%
CLAY	101	3	2.97%	1.20%	0	0	0	0	0.00	0.00	0.00	0.00%
COCKE	276	8	2.90%	1.99%	0	0	0	0	0.00	0.00	0.00	0.00%
COFFEE	444	25	5.63%	2.72%	0	0	0	0	0.00	0.00	0.00	0.00%
CROCKETT	104	20	19.23%	11.55%	2	0	1	0	0.38	0.12	0.50	16.67%
CUMBERLAND	307	0	0.00%	0.06%	0	0	0	0	0.00	0.00	0.00	0.00%
DAVIDSON	2,630	998	37.95%	19.09%	0	0	8	0	0.00	1.53	1.53	19.09%
DECATUR	104	6	5.77%	5.32%	1	0	0	0	0.06	0.00	0.06	5.77%
DEKALB	143	2	1.40%	1.49%	0	0	0	0	0.00	0.00	0.00	0.00%
DICKSON	354	26	7.34%	3.90%	0	0	1	0	0.00	0.04	0.04	3.90%
DYER	316	42	13.29%	8.81%	1	0	4	0	0.13	0.35	0.49	9.71%
FAYETTE	199	147	73.87%	31.66%	150	69	141	41	94.37	44.64	139.01	47.77%
FENTRESS	48	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
FRANKLIN	315	24	7.62%	6.87%	1	1	0	0	0.08	0.00	0.08	7.89%
GIBSON	480	92	19.17%	14.32%	4	1	4	0	0.77	0.57	1.34	16.75%
GILES	270	39	14.44%	10.16%	0	0	0	0	0.00	0.00	0.00	0.00%
GRAINGER	182	0	0.00%	0.70%	0	0	0	0	0.00	0.00	0.00	0.00%
GREENE	534	26	4.87%	1.94%	0	0	0	0	0.00	0.00	0.00	0.00%
GRUNDY	143	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
HAMBLEN	501	26	5.19%	3.86%	1	0	0	0	0.05	0.00	0.05	5.19%
HAMILTON	2,125	528	24.85%	17.21%	2	0	5	1	0.42	0.86	1.29	18.36%
HANCOCK	61	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
HARDEMAN	280	135	48.21%	27.00%	12	4	17	2	5.79	4.59	10.38	35.78%
HARDIN	216	12	5.56%	4.61%	2	1	0	0	0.11	0.00	0.11	5.56%
HAWKINS	379	12	3.17%	0.94%	0	0	0	0	0.00	0.00	0.00	0.00%
HAYWOOD	206	126	61.17%	45.33%	24	10	3	0	14.68	1.36	16.04	59.41%
HENDERSON	201	17	8.46%	9.32%	2	0	0	0	0.17	0.00	0.17	8.46%
HENRY	248	37	14.92%	8.33%	3	0	0	0	0.45	0.00	0.45	14.92%
HICKMAN	162	5	3.09%	2.86%	0	0	0	0	0.00	0.00	0.00	0.00%
HOUSTON	79	8	10.13%	3.73%	0	0	0	0	0.00	0.00	0.00	0.00%
HUMPHREYS	189	7	3.70%	2.25%	0	0	0	0	0.00	0.00	0.00	0.00%
JACKSON	114	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%

Southwest Community College Projected Objective

	1993 HS		1993 HS Pct Black	1990Census 25 & Over	Under 25		Over 25		Expected Under 25	Expected 25 & Over	Total	Percent
	1993 HS Grads	Black Grads		Black HS Grad	1993 Enrl	# Blacks	1993 Enrl	# Blacks			Blacks Expected	Blacks Expected
JEFFERSON	319	12	3.76%	2.78%	0	0	0	0	0.00	0.00	0.00	0.00%
JOHNSON	127	0	0.00%	0.56%	0	0	0	0	0.00	0.00	0.00	0.00%
KNOX	2,622	269	10.26%	7.76%	0	0	5	0	0.00	0.39	0.39	7.76%
LAKE	50	9	18.00%	17.81%	0	0	0	0	0.00	0.00	0.00	0.00%
LAUDERDALE	232	88	37.93%	25.08%	6	1	8	2	2.28	2.01	4.28	30.59%
LAWRENCE	282	4	1.42%	0.54%	0	0	0	0	0.00	0.00	0.00	0.00%
LEWIS	110	3	2.73%	0.66%	0	0	0	0	0.00	0.00	0.00	0.00%
LINCOLN	260	30	11.54%	5.03%	0	0	0	0	0.00	0.00	0.00	0.00%
LOUDON	342	7	2.05%	1.02%	0	0	0	0	0.00	0.00	0.00	0.00%
MCMINN	371	21	5.66%	5.24%	0	0	0	0	0.00	0.00	0.00	0.00%
MCNAIRY	246	19	7.72%	5.05%	1	0	1	0	0.08	0.05	0.13	6.39%
MACON	167	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
MADISON	681	270	39.65%	26.23%	13	2	18	5	4.72	4.72	9.44	30.46%
MARION	203	12	5.91%	3.16%	0	0	0	0	0.00	0.00	0.00	0.00%
MARSHALL	215	19	8.84%	7.66%	27	10	16	6	2.39	1.23	3.61	8.40%
MAURY	469	74	15.78%	13.75%	0	0	0	0	0.00	0.00	0.00	0.00%
MEIGS	93	0	0.00%	1.72%	0	0	0	0	0.00	0.00	0.00	0.00%
MONROE	311	8	2.57%	2.15%	0	0	0	0	0.00	0.00	0.00	0.00%
MONTGOMERY	868	167	19.24%	17.37%	0	0	0	0	0.00	0.00	0.00	0.00%
MOORE	58	3	5.17%	2.79%	0	0	0	0	0.00	0.00	0.00	0.00%
MORGAN	187	0	0.00%	1.86%	0	0	0	0	0.00	0.00	0.00	0.00%
OBION	376	56	14.89%	8.27%	0	0	2	0	0.00	0.17	0.17	8.27%
OVERTON	164	1	0.61%	0.21%	0	0	0	0	0.00	0.00	0.00	0.00%
PERRY	66	2	3.03%	1.01%	0	0	0	0	0.00	0.00	0.00	0.00%
PICKETT	44	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
POLK	149	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
PUTNAM	496	11	2.22%	1.32%	1	0	0	0	0.02	0.00	0.02	2.22%
RHEA	228	4	1.75%	2.75%	0	0	0	0	0.00	0.00	0.00	0.00%
ROANE	417	7	1.68%	3.13%	0	0	1	0	0.00	0.03	0.03	3.13%
ROBERTSON	382	44	11.52%	9.43%	0	0	1	0	0.00	0.09	0.09	9.43%
RUTHERFORD	1,194	110	9.21%	6.48%	0	0	8	0	0.00	0.52	0.52	6.48%
SCOTT	245	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
SEQUATCHIE	83	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
SEVIER	529	0	0.00%	0.26%	0	0	0	0	0.00	0.00	0.00	0.00%
SHELBY	6,418	3,604	56.15%	38.69%	6895	3403	9625	3728	3,415.75	3,723.66	7,139.42	43.22%
SMITH	176	10	5.68%	3.45%	0	0	0	0	0.00	0.00	0.00	0.00%
STEWART	99	1	1.01%	1.11%	0	0	0	0	0.00	0.00	0.00	0.00%
SULLIVAN	1,329	26	1.96%	1.65%	0	0	0	0	0.00	0.00	0.00	0.00%
SUMNER	1,216	63	5.18%	4.66%	0	0	2	0	0.00	0.09	0.09	4.66%
TIPTON	426	94	22.07%	16.63%	113	15	204	27	23.64	33.93	57.57	18.16%
TROUSDALE	53	5	9.43%	13.98%	0	0	0	0	0.00	0.00	0.00	0.00%
UNICOI	170	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
UNION	134	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%
VAN BUREN	41	0	0.00%	0.00%	0	0	0	0	0.00	0.00	0.00	0.00%

Southwest Community College Projected Objective

	1993 HS		1993 HS Pct Black	1990 Census 25 & Over	Under 25		Over 25		Expected Under 25	Expected 25 & Over	Total Blacks Expected	Percent Blacks Expected
	1993 HS Grads	Black Grads		Black HS Grad	1993 Enrl	# Blacks	1993 Enrl	# Blacks				
WARREN	299	2	0.67%	3.62%	0	0	0	0	0.00	0.00	0.00	0.00%
WASHINGTON	756	34	4.50%	2.95%	0	0	1	0	0.00	0.03	0.03	2.95%
WAYNE	121	1	0.83%	0.71%	0	0	0	0	0.00	0.00	0.00	0.00%
WEAKLEY	282	24	8.51%	4.13%	1	0	0	0	0.09	0.00	0.09	8.51%
WHITE	186	2	1.08%	2.66%	0	0	0	0	0.00	0.00	0.00	0.00%
WILLIAMSON	833	50	6.00%	7.91%	0	0	0	0	0.00	0.00	0.00	0.00%
WILSON	693	54	7.79%	5.39%	0	0	1	0	0.00	0.05	0.05	5.39%
In-State Totals	42,003	7,818	18.61%		7,267	3,520	10,086	3,812	3,566.91	3,821.36	7,388.27	42.58%
Out of State					169	24	403	53	24.00	53.00	77.00	13.46%
Totals					7,436	3,544	10,489	3865	3,590.91	3,874.36	7,465.27	41.65%

GOAL:	41.65%
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93 Fall% 41.33%
Black
Students:

Appendix B

Black Employee Goal Calculation for the New Community College in Southwest Tennessee

Step 1: Calculate corresponding black employee goals for Shelby State Community College

Since the goal for employees at Shelby State Community is set for "other-race white", a corresponding goal for black employees is needed before the expected number of black employees for the new community college in southwest Tennessee can be estimated. The formula below estimates a black employment goal for Shelby State's portion of the new community college in southwest Tennessee based on the current "other race white" goal for Shelby State Community College. The calculation uses the current staffing pattern for Fall 1998. In essence, to find the estimated black employee goal, the white employee goal is subtracted from 100% to yield the expected percentage of minority employees (Black, Hispanic, Asian, Native American/Alaskan). The expected percentage is then multiplied by the proportion of black employees of the total minority employees to find the estimated goal for black employees.

Formula for Calculating Black employee goals for Shelby State's portion of SWTCC:

Black Employee Goal =

$$(1 - \text{Current Goal White}) \times (\# \text{ of Black Employees}) / (\text{Total Employees} - \text{White Employees})$$

Calculations:

1998-99 Employees	Other Race- White Goal	Total	Black	White	Other
Administrators	56.40%	16	8	8	0
Faculty	65.10%	115	34	75	6
Professionals	58.50%	40	27	12	1

Administrators:

$$(100\% - 56.40\%) \times 8 / (16 - 8) = 43.60\% \times 8 / 8 = 43.60\% \times 1 = \mathbf{43.60\%}$$

Faculty:

$$(100\% - 65.10\%) \times 34 / (115 - 75) = 34.90\% \times 34 / 40 = 34.90\% \times 0.85 = \mathbf{29.67\%}$$

Professionals:

$$(100\% - 58.50\%) \times 27 / (40 - 12) = 41.50\% \times 27 / 28 = 41.50\% \times 0.96 = \mathbf{40.02\%}$$

Step 2: Calculate the ratio of expected black employees to expected total employees

The employee goals of the new community college in southwest Tennessee will be estimated by considering the current objectives in light of the number of black employees and the total number of employees during Fall 1998. The ratio of the expected number of black employees for a specific employee group to the total number of employees for that group will be used as the objective.

Estimated Administrative Goal for the New Community College in Southwest Tennessee

	Current Objective	1998-99 Total Administrators
SSCC*	43.60%	16
STIM	10.30%	28

* SSCC objective adjusted to percent black administrators

Administrator objective for the community college in southwest Tennessee:

$$[(43.6\% \times 16) + (10.3\% \times 28)] / (16 + 28) = \mathbf{22.73\%} \text{ expected objective}$$

Estimated Faculty Goal for the New Community College Southwest Tennessee

	Current Objective	1998-99 Total Faculty
SSCC*	29.67%	115
STIM	7.30%	162

* SSCC objective adjusted to percent black faculty

Faculty objective for the community college in southwest Tennessee:

$$[(29.67\% \times 115) + (7.3\% \times 162)] / (115 + 162) = \mathbf{16.61\%} \text{ expected objective}$$

Estimated Professional Goal for the Community College in Southwest Tennessee

	Current Objective	1998-99 Total Professionals
SSCC*	40.02%	40
STIM	28.20%	64

* SSCC objective adjusted to percent black professionals

Professional staff objective for the community college in southwest Tennessee:

$$[(40.02\% \times 40) + (28.2\% \times 64)] / (40 + 64) = \mathbf{32.69\%} \text{ expected objective}$$

EXECUTIVE SUMMARY THE UNIVERSITY OF TENNESSEE

The executive summary speaks to desegregation progress made at The University of Tennessee. Thirty-three specific desegregation goals have been established for students, faculty, administrators and professional staff at all UT campuses and units.¹ The summary addresses how well UT has met the established desegregation goals. It is organized into four parts: **Areas of Success, Areas of Progress, Areas of Concern, and Special Considerations.** **Areas of Success** describes situations in which UT has met or surpassed the established desegregation goal for students, faculty, administrators or professional staff. **Areas of Progress** addresses places in which forward movement toward meeting the desegregation goal is occurring, but the goal has not yet been achieved. **Areas of Concern** describes situations in which the desired progress does not meet the University's expectations. The section labeled **Special Considerations** speaks to those situations in which the numerical goal, or the progress toward that goal, does not clearly describe the efforts undertaken or the progress made. There is more to the desegregation story at The University of Tennessee than what the numbers indicate, and this summary attempts to complete the account.

AREAS OF SUCCESS

Students

UT has met or exceeded the enrollment objectives in many areas.

UTC has surpassed its goal for African American undergraduate students for the second consecutive year, with 1,193 students. The percentage of African American undergraduate students is 16.53% with a goal of 15.71%.

At UTC, UTK and UT Memphis, the percentages of African American graduate students are ahead of their targets.

The UTK College of Law remains well ahead of its goal, with 46 African American students and a percentage of 9.75%. The College of Law has a target of 7.6%.

UT Memphis, with 97 African American medical students, has surpassed its goal for the fifth consecutive year. The percentage of African American medical students stands at 14.39%, with a target of 8.83%.

¹ Effective July 29, 1999, UT transferred its Knoxville Medical Center to a private, non-profit corporation, University Health Systems (UHS). UHS directs and controls all employees. Effective on the transfer date, all Medical Center employees are hired by UHS and are employees of the private corporation.

The UT Memphis College of Pharmacy has steadily and significantly increased the number of African American students. African American enrollment in the College of Pharmacy is at 15.21%, with a goal of 9.71%.

Administrators

UTC continues to remain well ahead of its target of 8.6%, with the percentage of African American administrators at 10.43%. Since 1991, UTC has consistently surpassed its goal for employing African American administrators.

At UT Memphis, the number of African American administrators took a significant leap, from 11.96% to 14.42%. UT Memphis has now exceeded its goal of 9.7% in that area for the second consecutive year.

Faculty

Both UTC and UTK exceed their desegregation goals in the area of faculty members employed.

Professionals

At UTC, the percentage of African American professional staff surpasses the goal by nearly two percentage points. The desegregation goal is 8.7%.

With a target of 8.2% at UTM, the percentage of African American professional staff has exceeded its goal annually since 1990, and now stands at 19.05%.

The number of African American professional staff at UT Memphis stands at 136, with the percentage more than twice the goal of 10.4%.

Every year since 1991, the Institute of Agriculture has remained ahead of the desegregation goal of 4.4%.

AREAS OF PROGRESS

Students

In 1996, the number of African American undergraduates at UTK stood at 864. This fall, 1999, 1,196 African American undergraduates were enrolled on campus, an increase over those three years of 38%. From 1996 to 1999, the number of first-time freshmen grew from 188 to 321, an increase of 71%. The rise is directly due to increased scholarships and stepped-up recruiting in West and Middle Tennessee.

Enrollment of African Americans in dental school increased from 19 to 26. With a percentage of 8.44%, the College of Dentistry is nearing its target of 8.54%.

The African American undergraduate enrollment at UT Memphis is up. The percentage stands at 9.02%, with a goal of 17.87%.

The total percentages of both undergraduate and graduate African American students attending all campuses of The University of Tennessee increased.

Administrators

The number of University-wide African American administrators remained constant. Due to a fall in the total number of administrators, the percentage rose from 4.65% to 4.82%. The desegregation goal is 8.1%

At UTK, the number of African American administrators rose from 27 to 33, with the percentage also increasing from 8.06% to 9.43%. The goal is 10.0%

Faculty

The number of African American faculty at UTM increased from 11 to 12, with a concurrent percentage rise from 4.23% to 5.02%. The goal is 6.2%.

The number of African American faculty at the Institute of Agriculture doubled from 4 to 8, with the percentage rising from 1.52% to 2.95%. The desegregation goal for the Institute of Agriculture faculty is 6.9%

Professionals

The number of African American professional staff at UTK grew from 29 to 34, with the percentage also improving from 5.53% to 6.65%. The goal stands at 7.8%.

The Institute of Agriculture held constant the number of African American professionals, at 30.

The number of African American professional staff in University-wide Administration increased from 12 to 13. At 6.02%, University-wide Administration is moving toward its goal of 7.3%.

AREAS OF CONCERN

Over the sixteen-year period for which desegregation goals have been set and statistics kept, The University of Tennessee has made significant progress, as outlined above, in increasing the number of students enrolled in its undergraduate, graduate and professional schools. African American faculty have been hired, attained tenure, and been promoted in rank. Administrative and professional staff have been hired and promoted. Nevertheless, a small number of areas related to African American students and administrators remain serious concerns:

- UTK: Overall undergraduate enrollment
- College of Veterinary Medicine: Enrollment numbers
- Institute of Agriculture: Lack of administrators

SPECIAL CONSIDERATIONS

Students

In 1984, the College of Veterinary Medicine enrolled no African American students. Currently, enrollment stands at 2. The College recruits African American students very aggressively—nationwide—but the pool remains quite small, and subsequent enrollment is not what The University would like to see.

Administrators

The fact that UT at Martin has a small number of administrators plays havoc with the desegregation percentages. The total number of administrators on the UTM campus stands at 52. The number of African American administrators fluctuates between two and five. A variation of only one position produces an impact of almost two percentage points. Concerned that the desegregation statistics for administrators are lower than what the campus would like, UTM is committed to attracting and retaining additional African American administrators. August, 1999, UTM hired an African American, Dr. Christopher Chalokwu, as Vice Chancellor for Academic Affairs.

The situation is also one of concern at the Institute of Agriculture where no African American administrators are employed. Hiring two African American administrators would put the Institute over its goal of 3.6%.

Faculty

Generally, UT Memphis hovers very close to the desegregation goal for faculty. Last year, the number of African American faculty at UT Memphis slipped from 29 to 28, with a percentage of 4.63%. The desegregation goal is 5.6%.

**PROGRESS ON IMPLEMENTATION
OF STIPULATION OF SETTLEMENT PROVISIONS
THE UNIVERSITY OF TENNESSEE
AY 1998-99**

STUDENT DESEGREGATION

Provision II of the Stipulation of Settlement

Provision II outlines programs and measures designed to attract other-race students to TBR campuses and to assist them in fulfilling their educational goals. These programs and measures include:

- the formulation of enrollment objectives,
- review of admissions criteria,
- retention strategies,
- other-race financial incentives
- monitoring of institutional image to ensure non-racial identifiability, and
- recruitment programs

II.F. Admission and Retention Requirements

In fall of 1989, The University of Tennessee implemented new admission requirements, which included 13 high school units. All UT campuses report that only a small proportion of students are admitted with any deficiencies, and that the unit requirements have not had an adverse impact on the African American students. While the UT campuses have different means by which a student can remove a deficiency, all campuses have a policy which states that a college-level course, if used to remove a deficiency, will not be counted in the total number of hours required for graduation.

The Boards of both UT and TBR revised the unit requirements in 1993, resulting in identical unit requirements for admission. Studies conducted at the time of the admission policy increases indicated that the new standards did not have an adverse effect on African American students.

II.G. Financial Incentives for Recruitment of Other-Race Undergraduate Students

The University of Tennessee utilizes institutional and gift funds, as well as desegregation funds, to recruit African American undergraduates. The following table illustrates the number of students and the value amount of scholarships awarded to African American undergraduates in 1998-99. These funds have been set aside exclusively for African American undergraduates.

Table 1
Undergraduate Scholarships

Campus	<u>1998-99 Scholarships</u>	
	Number	Amount
UTK	579	\$893,652
UTC	304	\$923,486
UTM	78	\$160,263
UT Memphis	48	\$258,812
Total	1,009	\$2,236,213

II.H. Minority Graduate Fellowships

All UT campuses participate in the Minority Graduate Fellowship Program and provide additional funds to support African American graduate students. The following table shows for each campus and participating unit the type of award, the number of students served, and the total amount awarded.

Table 2
1998-99 Graduate Fellowships and Scholarships

Campus	Type(s) of Award(s)	Amount
UTK	26 Fellowships (desegregation funds) 12 Scholarships (gift funds) 34 GTA's (desegregation and institutional funds) 16 GRA's (research funds) <u>50</u> GA's (institutional funds)	\$346,892 \$164,556 \$447,270 \$233,648 <u>\$607,750</u>
Total	138	Total \$1,800,116
UTC	11 Fellowships (desegregation funds) 14 Scholarships (desegregation funds) 8 GA's (institutional funds) 8 GA's (desegregation funds) <u>3</u> Scholarships (U.S. funds)	\$85,096 \$7,686 \$30,944 \$30,944 <u>\$31,000</u>
Total	44	Total \$185,670
UTM	13 Fellowships (desegregation funds) <u>2</u> GA's (institutional funds)	\$15,366 <u>\$11,208</u>
Total	15	Total \$26,574
UT Memphis	19 Dentistry 100 Medicine 23 Pharmacy <u>12</u> Nursing	\$255,841 \$1,476,205 \$174,704 <u>\$28,457</u>
Total	154	Total \$1,935,207
UTSI	1 Fellowship (desegregation funds) 3 Scholarships (gift funds) 1 GRA (research funds) 3 GA's (desegregation funds) <u>1</u> GA (institutional funds)	\$17,084 \$30,459 \$14,751 \$22,446 <u>\$3,616</u>
Total	9	Total \$88,356
Institute of Agriculture	1 Fellowship (desegregation funds) 2 Scholarships (gift funds) 4 GRA's (research funds) 3 GA's (research funds) 2 GA's (desegregation funds) <u>2</u> GA's (institutional funds)	\$11,311 \$1,000 \$36,040 \$25,415 \$14,820 <u>\$22,014</u>
Total	14	Total \$110,600
College of Law	<u>48</u> Scholarships (desegregation and institutional funds)	<u>\$407,686</u>
Total	48	Total \$407,686
College of Veterinary Medicine	<u>4</u> Fellowships (desegregation funds)	<u>\$28,000</u>
Total	4	Total \$28,000

II.J. Racial Image

New Initiatives

UT at Chattanooga

Black History Month activities are held throughout the month of February and are open to the public. They are advertised through the local newspapers and the campus Black Student Association Newsletter.

The Office of Minority Affairs published and distributed a new *UTC Minority Affairs* brochure discussing the UTC commitment to diversity, the multicultural opportunities on campus, and the availability of scholarships for African Americans at UTC.

UT Knoxville

UTK has undertaken numerous initiatives to enhance its image:

Department of Chemistry

The recipients of the Dupont Minority Scholarships are recognized at the Chemistry Honors Day.

Department of Classics

African American students are featured prominently in TV coverage of UT Latin Day.

Audiology and Speech Pathology

African American students are honored at a special event each semester.

College of Business Administration

Staff members serve on Minority Advisory Council, which oversees recruiting efforts for minority students. Staff members participate in Friends and Family Day – a minority recruitment program. Staff members participate in IN-ROADS Summer Weekend and have on-going communication efforts in minority recruiting. Staff members participate in Minority Transfer Day working with local community colleges to have minority students visit the campus. Staff members participate in the Scholars Invitational Minority Dinner. Names of African American students are provided to business recruiters wanting students to take internships with their companies.

College of Communications

On February 22, 1999, the college sponsored, along with the Freedom Forum Lecture, Curtis Symonds of BET as a keynote speaker.

The College of Communications takes steps as part of all faculty searches to recruit African American candidates. Major lectures and visiting speakers to the college are recruited with minority interests in mind. The College of Communications placed Mr. Curtis Symonds on the Board of Visitors and is in the process of inviting a third African American to join the Board this year.

College of Engineering

The college continues to provide annual financial support for activities of the UTK Chapter of the National Society of Black Engineers (NSBE).

Spruell Driver Jr., an African American graduate of the College of Engineering, is a member of the College of Engineering Board of Advisors.

College of Human Ecology

The college appointed an African American interim Assistant Dean, Dr. Deloris Smith.

College of Law

Knoxville area African American alumni serve as mentors to African American law students. The College of Law Office of Admissions and Financial Aid coordinates this program. The College of Law sponsors a reception for mentors/mentees using desegregation funds.

The Black Law Students Association, in partnership with the UT College of Law and the Knoxville Bar Association, presented the "Exploration Programs for Minority Students: Focus on Law," February 22, 1999, at the UT College of Law.

Office of Diversity Resources and Educational Services (DRES)

DRES worked with other on-campus and community groups promoting the "President's Initiative on Race." October 4-8, 1999, DRES helped sponsor activities related to race and race relations.

Office of Research Administration

In the Office of Research's newest version of its publication, *Explorations*, a special effort was made to show gender and racial diversity in research and creative projects. A similar effort is being made in the development of the next issue of *Explorations* scheduled for October of 2001.

Vice Chancellor for Student Affairs

All audio-visual presentations, recruiting materials and publications used for recruitment by units in the Division of Student Affairs represent the institution as racially unidentifiable in academic and non-academic settings.

The International House strives to present a balanced view by offering its programs to students of all races, ethnicities and nationalities. Further, the International House publications reflect a multi-cultural society.

Panhellenic's orientation sessions for incoming students stress that all races are welcome to participate in the recruitment programs of sororities at UT. Rush counselors attend sessions on diversity issues and dispelling racial stereotypes.

The Office of Minority Student Affairs provides a variety of programs, activities, and services in order to promote the academic success of students. The staff encourages the full participation of all students through Beacon ads, flyers, posters and tours of the Center.

The programs sponsored by this division illustrate its commitment to cultural diversity. During 1998-1999, the list of speakers and entertainers participating in campus programs included Julian Bond, Elena Featherson, Dr. Ronald Walters, Dr. Maya Angelou, Elaine Brown, and the Black Comedy Tour '99, for example.

In addition to assisting in the University's recruitment efforts, the Division of Student Affairs participates in open houses, orientations and other initiatives sponsored by the UTK Admissions Office. Through these activities, members of the staff establish long-term relationships with community organizations, churches, alumni and civic organizations in order to exchange information and resources that will be pertinent to retaining students. These contacts have become an integral part of the support for African American students as they matriculate to The University of Tennessee. Some of the division's support groups include UT Black Alumni Association; NAACP; INROADS; area African American churches, business and professional associations; Blacks in Government (B.I.G.); and Black Faculty and Staff Association.

School of Information Sciences

School of Information Sciences, working with a professional association which supports minority students, funds studies of African American students through ALA-Spectrum.

UT Memphis

The Chancellor has established an Intercultural Relations Committee (IRC) with the charge to assist in achieving an environment viewed by all people as a good place to study and to work. The IRC, working with the Student Multicultural Committee, commissioned the Memphis Diversity Institute to conduct a climate assessment of both employees and students.

A number of changes have occurred as a result of the recommendations from the climate assessment. Additionally, on recommendation of the IRC, the Chancellor has requested that all students and employees participate in diversity awareness and valuing diversity seminars. These efforts are improving the institutional image within the University as well as in the community.

Mr. Leroy Moore, Assistant Vice Chancellor, continues to visit with several local professional and church groups, including Bluff City Black Nurses Association and the Bluff City Medical Society (a group of African American physicians), in efforts to better inform them of the University's programs and efforts to meet the needs of African American students and to work with the African American community.

UTSI

The National Society of Black Engineers enhanced cultural awareness by hosting an expanded 1999 Black History Month program in February.

Institute of Agriculture

The College of Agricultural Sciences and Natural Resources developed a new brochure entitled *Opportunities for Minority Students*, which is distributed to all Tennessee high schools, community colleges and agricultural extension offices.

The College of Veterinary Medicine produced a twenty-fifth anniversary CD entitled "The University of Tennessee College of Veterinary Medicine 1974–1999 Twenty-Fifth Anniversary Project." Featuring an overview of the college, this CD also highlights the Summer Minority Internship Program. In addition, throughout the CD are numerous African American faculty, interns, residents, and students.

II.M. Other Race Recruitment Efforts

While all campuses and units routinely visit high schools and colleges in their recruitment efforts, additional emphasis has been placed on recruiting African American students at UTK and UT Memphis.

UTK

High school seniors and their families were invited to campus to learn more about scholarships, financial aid and the programs offered through the Office of Minority Student Affairs through the Family and Friends Program. A student panel shared experiences with participants.

Five hundred twenty prospective African Americans were contacted through the Minority Telephone-a-Thon. Currently enrolled African American students, working through the office of Minority Student Affairs and the Admissions Office, contacted prospective students, encouraging them to attend UTK.

In conjunction with the College of Business, UTK Admissions Counselors participated in programs for INROADS students and their parents. This program, held in Nashville, resulted in contacts with over 50 African American high school students. Additionally, UTK Admissions participated in the College of Business' Orange and White Weekend activities, an on-campus program for Nashville African American students. Seventy students visited UT as part of the Orange and White Weekend.

Participation in the National Scholarship Service and Fund for Negro Students Programs, held in Atlanta, Georgia, and New Orleans, Louisiana, resulted in contacts with 850 African American high schoolers.

UTK contacted 580 African American students at the Memphis College-a-Ramas.

Minority students from West Tennessee came to a Minority Open House hosted by currently enrolled students. Transportation was provided by the UTK Office of Admissions. One hundred sixty-three students participated.

As a collaborative effort, the Offices of Admissions, Orientation, Minority Student Affairs, Financial Aid, and Dean of Students held a reception in Memphis for parents of minority students. Forty-five parents attended.

In sponsorship with other departments, UTK Admissions brought one hundred twenty-seven admitted African American students to campus to participate in Orientation. The trip entailed no cost to the students.

UTK Admissions Counselors contacted four hundred African American students at the "100 Black Men of Macon" College Fair in Macon, Georgia.

One hundred-twelve African American Upward Bound students from Roanoke, Virginia, and Tennessee State University received UT Admissions information and campus tours when they visited UTK.

Michael Alston, Associate Director of Admissions, contacted one hundred students at the "Black Family Reunion" heritage festival held in Memphis by the National Coalition of Negro Women.

Recruiters from the UTK Undergraduate Admissions Office contacted four hundred fifty African American students attending the Dream Jamboree College-Day program in Atlanta, Georgia.

Academic colleges, the Offices of Minority Student Affairs, and Financial Aid coordinated the "Minority Transfer Day" March 11, 1999, with UTK Admissions staff. Eighteen African American students and their administrators from Pellissippi State and Walters State Community College participated.

Tennessee had 43 National Achievement Semifinalists, part of the National Merit Scholarship Program. Of those 43 African American semifinalists, 16 applied to UTK, 14 were admitted, and 3 enrolled in fall 1999. Another 80 received commendations from the National Merit Corporation. Of those, 47 applied to UTK, 37 were admitted, and 16 enrolled in fall 1999.

UT Memphis

Most of the recruitment at UT Memphis is conducted at the collegiate level. Catalogs, brochures and applications were distributed to 48 colleges and universities in Tennessee, as well as to over 100 other educational institutions requesting information. UT Memphis recruiters contacted 726 African American students during 47 college and university visits. Additionally, 122 high schools were contacted in 1998-99. Additional emphasis is also placed on students in the elementary and middle schools. Ten Memphis middle schools and several elementary schools are routinely sent brochures pertaining to fields in the health sciences. A great majority of the UT Memphis community participates in their recruitment efforts. In 1998-99, 50 faculty and professional staff made recruitment contacts. Approximately 4,500 contacts were made with African Americans.

Individual campus tours are conducted bi-weekly; one-third of all students participating are African American.

The University of Tennessee Memphis Summer Enrichment Programs are operated through the Division of University Relations. Various programs offer experiences in math, science, pharmacy, dentistry, allied health, biomedical sciences, neuroscience, research and veterinary medicine. Many of the programs target minorities—African Americans and other underrepresented groups.

Health Careers Opportunity Program (HCOP) is designed to increase the number of African American students interested in careers in dentistry, medicine, allied health and pharmacy. Participants must be college freshmen or sophomores in Shelby or Fayette counties with a grade point average of at least 2.3 and an ACT score of at least 16. Freshmen must have completed general biology, and general chemistry is required for sophomores. This is an eight-week program for 30 participants.

Biomedical Engineering Summer Minority Internship Program provides an internship in Biomedical Engineering, the application of engineering and physical science to medical problems. Students conduct research in biomechanics, cell and tissue engineering, electrophysiology, and medical imaging. Participants have at least two years of college and maintain a grade point average of at least 3.0.

Memphis Challenge is a program for 10–20 African American high school seniors and college students in Shelby County with a grade point average of at least 3.0. The focus of the program is scientific research and developing careers in medicine, dentistry and pharmacy. This is an eight-week summer program with internships in physicians', pharmacists' and dentists' offices.

Young Memphis Scholars Program (YMS) is designed to stimulate, among high ability minority high school students, an interest in pursuing careers in biomedical research and the health professions. Each student serves an internship in a biomedical research laboratory during this nine-week program for ten participants.

Pre-Science Program targets disadvantaged high school and college students in Memphis with at least a 2.5 grade point average. The program is designed to provide research training for students interested in the basic sciences. Students must have at least one year of general biology and chemistry. There are 21 positions for this eight-week program held in June and July.

UT Science Camp offers hands-on science and math activities, science apprenticeships, peer mentoring and career exploration for rising eighth and ninth graders in the Memphis and Shelby County schools. This four-week program is intended to strengthen students' mathematics and science backgrounds, and to influence their future course of study and career choices. About 95% of the participants are African American.

Pre-Professional Fellowship Program (PFP) is offered to African American college freshmen through seniors throughout the state with a grade point average of at least 3.0. The program is held for eight weeks in June and July. The freshmen and sophomores (Associates) will receive year-round guidance from college advisors and can take up to six hours (eight hours with required laboratories) of summer courses at any state institution. Juniors (Scholars I) participate in an academic enrichment institute at East Tennessee State University that focuses on preparation for the various professional school entrance exams. Seniors (Scholars II) receive instruction in biochemistry, physiology, anatomy, histology and behavioral sciences at UT Memphis. Scholars I and II receive an \$800 stipend for participation. Juniors and seniors are required to have one year of general biology, general chemistry, college math, organic chemistry, and physics.

Memphis McNair Program (MMP) is a year-round program which targets college sophomores who have an interest in pursuing a Ph.D. Students must be a first-generation college student who meets federal income criteria, or belong to a group underrepresented in doctoral study, have earned at least a 2.75 overall grade point average and a 3.0 in a science major, have completed two semesters of biology and chemistry, one semester of college math and have a composite ACT score of at least 20, or 900 on the SAT. Students will participate in laboratory orientation, a research internship, research colloquia, mentoring, courses in cell biology and biostatistics, and learning and library skills development.

Short-Term Training – Cardiovascular Program offers minority students a twelve-week summer internship in a basic science research laboratory or health clinic under the supervision of a faculty mentor. Participants engage in research and clinical experience related to cardiovascular function. Requirements for the internship include one year of college and a 3.0 grade point average.

UT at Martin New Initiatives

Prospective African American students are brought to campus for visits.

College information sessions are conducted at African American churches.

In July, incoming African American freshmen are brought to campus for orientation and fall registration.

The top 20 African American prospective students are contacted personally by the chancellor and academic departments.

Prospective students receive personal phone calls during the winter holidays.

Admissions counselors visited 24 high schools at least twice, followed by monthly telephone calls to prospective African American students.

791 students were contacted through visits to 31 Memphis high schools.

The College of Veterinary Medicine

Thirteen faculty and staff were actively involved in recruitment of African American students. Over 289 prospective students were contacted personally.

Minority Internship brochures are sent to every public and private Tennessee high school.

The average minority scholarship stipend is \$7,000.

The College participates in Math and Science Summer Programs, Career and College Fairs, and the fall UT High School Counselors' Conferences throughout the state.

II.N. Pre-Professional Program

Introduction

The report made to the Desegregation Monitoring Committee in August 1995 contained material on the Tennessee Pre-Professional Program, outlining the new format. This year, the report will indicate progress made in recruiting students into the pre-professional program and the success these same students experienced as they progressed through the programs held over the summer of 1999.

The pre-professional program was renamed the Tennessee Pre-Law and Pre-Health Science Fellowship Program, to more aptly describe the program itself, and thus make it easier to attract students to it.

The Program, as currently designed, contains two distinct levels—an Associates level for students who have completed either the college freshman or sophomore year, and the Scholars level for students who have completed the junior and/or senior year of college.

Description of Associates Portion of the Program

Associates are invited to attend summer school, with their maintenance fees paid by the program. Students can enroll for up to six hours (eight hours with required laboratories) of credit, and the courses can be taken at any public institution in Tennessee. This way, students who need to return to their home town for the summer can take courses close to home. Through the program, any course satisfactorily completed is automatically accepted at the student's primary or "home" institution.

Associates can take courses in their major during the summer, thus making it easier for them to complete their undergraduate degree in a timely fashion. In the summer of 1999, 88 students took advantage of this opportunity. Twenty-three of them plan ultimately to enroll in law school, and 65 indicated they intended to pursue a health science career. These students came from both public and private institutions across Tennessee. They came from community colleges and four-year schools. They came in part because they could go to school for free, but primarily they came because pre-professional advisors on their home campuses contacted them, mentored them, and encouraged them to go. The role of the pre-professional advisor cannot be underestimated.

Each campus named one person to be the primary contact for African American students interested in the Pre-Professional Programs. This person, either a faculty or a professional staff member, was given a small operating budget and a very small stipend, and charged to contact capable African American students, tell them about the Pre-Professional Program, and then do whatever it took to make sure those interested students applied. Their work did not stop then.

Many students needed assistance enrolling at their summer or “visiting” campus; the pre-professional advisors worked together and assisted with summer campus advising, registration, and successful completion of their summer courses.

When these students returned to their “home” campuses last fall, the pre-professional advisors contacted them once again to help with the students’ course selection and general advising, and to encourage them to continue in the pre-professional program, either through another summer of work in the Associates Program or continuation into the Scholars summer workshops. At the same time, the advisors contacted a new group of students to recruit for the same Pre-Professional Programs.

Description of the Scholars Portion of the Program

The Scholars Program is broken down by discipline and level. Different institutions are responsible for running different segments of the Program. Following is a depiction of the Scholars Program:

Table 3
Scholars Program

	Pre-Law	Pre-Health Science
Scholars I	University of Memphis	ETSU
Scholars II	University of Memphis	UT Memphis

Pre-Law Scholars

The Pre-Law Scholars Program was held at The University of Memphis, with the faculty of the pre-law component comprised of full-time faculty and two practicing Memphis attorneys. In addition, the Honorable Barbara Kimmelman from The University of Memphis College of Law conducted a workshop during the Scholars Summer Program designed to help students prepare for the LSAT exam.

The Pre-Law Scholars Program has two parts—Scholars I for students who have completed their junior year of college, and Scholars II for students who have graduated from college. In the summer of 1999, ten students were enrolled in, and successfully completed, the Scholars I program. Twenty-two students were in Scholars II, the portion they take before they enroll in law school. Sixteen of the Scholars II are now in law school at either the University of Memphis or The University of Tennessee. Two additional students have elected to attend out-of-state law schools—one student is attending Howard University in Washington, D.C., while the other Scholars II student attends the University of Cincinnati.

Pre-Health Science Scholars

The Pre-Health Science portion of the Scholars Program is broken into two levels and held during the summer at two public Tennessee universities. Scholars I, for students who have completed their junior year, is held at ETSU; and Scholars II, for students who have finished their undergraduate coursework and are planning to attend medical, dental, veterinary, or pharmacy school, attend a summer workshop at UT Memphis.

Scholars I consists of an intensive review of the basic sciences as they relate to the various professional school entrance exams. It provides intensive clinical experiences for these students, and it also educates them about, and provides assistance with, the intricacies involved in the application process, including interviewing. Ten students participated in the Scholars I program.

Scholars II accepts students who have graduated from college. Some of these students have already been accepted to medical, dental, veterinary or pharmacy school; some are hoping to be accepted when they complete the Scholars II program. This portion of the program is housed at UT Memphis. In the summer workshop, students are exposed to many of the courses they will be taking in professional school, including gross anatomy, embryology, histology, physiology, and biochemistry. When they enroll in the fall, they are better prepared and have a greater chance of succeeding in their field. The courses are taught by regular, full-time UT Memphis faculty. In the summer of 1999, 21 students participated in Scholars II; seventeen have enrolled in medical school at UT Memphis or ETSU, or pharmacy school at UT Memphis.

The following tables depict the total number of PFP participants for Summer 1998 and 1999.

Table 4
PFP Participants for
Summer 1998 and 1999

	<u>Summer 1998</u>			<u>Summer 1999</u>		
	Pre-Law	Pre-Health Sciences	Total	Pre-Law	Pre-Health Sciences	Total
Associates	21	62	83	23	65	88
Scholars I	22	16	38	10	10	20
Scholars II	24	20	44	22	21	43
Total	67	98	165	55	96	151

Table 5 shows the total of PFP participants who have graduated from law school, medical school, dental school, veterinary medicine or pharmacy school.

***Table 5**
PFP Law and Health Participants Who
Have Graduated from Professional School
1993 Through 1999

	1993	1994	1995	1996	1997	1998	1999	TOTAL
Medicine	5	9	12	9	8	2	10	55
Dentistry	2	3	1	0	0	0	0	6
Pharmacy	4	8	3	2	4	2	4	27
Vet. Med.	1	0	0	0	0	0	0	1
Law	4	0	3	1	2	4	10	24
Total	16	20	19	12	14	8	24	113

*Corrections made to some earlier numbers

III.A. Increasing African American Applicants for Employment

Each UT campus has procedures aimed at increasing the pool of African American applicants. These efforts include advertising positions in publications likely to reach African Americans, as well as on the World Wide Web; personal, informal contact with social action groups, community organizations, Historically Black Colleges, and African American professionals; employing designated affirmative action recruiters; conducting recruiting workshops; and having UT personnel serve on the boards of various African American organizations. An Affirmative Action Advisory Committee, comprised of African American faculty and staff on each campus, assists in identifying pools of potential applications.

University-wide personnel offices review and evaluate the appropriateness of advertising efforts. The Institute of Agriculture established hiring guidelines for the recruitment of African American applicants at all levels. For academic appointments, the applicant pool and efforts to recruit African Americans into the pool must be reviewed by the Chief Academic Affairs Office before candidates may be invited to interview. The Office of the Senior Vice President reviews the pool and procedures for all upper-level hires. The following guidelines are followed:

THE UNIVERSITY OF TENNESSEE
STIPULATION OF SETTLEMENT
SECTION III.H.
SEARCH PROCEDURE GUIDELINES
April 1990
(1999 Edition)

These **Guidelines** have been prepared in response to requests for a document which sets forth, as concisely and specifically as possible, the procedures to be followed in conducting searches that are governed by Section III.H. of the Stipulation of Settlement (hereafter called the “Stipulation”) in Geier vs. McWherter. Page 8 is a one-page summary of the minimum documentation required for III.H. searches.

GENERAL INFORMATION

The goal in every search is to create a pool of qualified candidates in which African Americans are represented. Extraordinary efforts will be required to form candidate pools in which African Americans are appropriately represented. Each search committee formed, however, must be charged to establish a candidate pool using every available means of identifying such qualified individuals and encouraging them to be considered for the position. “Extraordinary effort” entails such techniques as advertising in both traditional and nontraditional publications, communicating with persons in institutions and agencies through which potential candidates may be identified, making direct personal contact by calling and writing to potential candidates or referral sources or by personal contact at professional meetings, and “networking” through leads from these sources and others.

In addition to the requirement that traditional and nontraditional means of identifying potential candidates be made, “extraordinary effort” means that each step of the recruitment process must be thoroughly documented, reviewed, and approved to ensure that aggressive measures have been taken. This review/approval process is both to assess compliance with the Stipulation, and also is an opportunity to identify additional sources through which qualified candidates may be identified.

The University recognizes that “extraordinary effort” is a time-consuming requirement which necessitates substantial commitment on the part of search committees. UT, however, is fully committed to aggressive efforts not only as a matter of compliance with externally-imposed requirements, but as a legitimate and necessary institutional emphasis.

POSITIONS WHICH REQUIRE APPROVAL BY THE SENIOR VICE PRESIDENT

Section III.H. of the Stipulation, and subsequent action by the Desegregation Monitoring Committee, notes that “upper-level” positions are to be reviewed by the UT President or his designee (i.e., Senior Vice President) before interviewing candidates and (later) before extending any offer of employment. Section III.H. is printed in italics below:

The TBR and UT must approve or disapprove, prior to any offer being extended, the recommended choice of the administration at each of its universities for the positions of vice president/vice chancellor, dean and department chair, beginning immediately upon execution of this agreement. The review will take into account the following factors:

- 1. The credentials and qualifications of the applicant.*
- 2. Affirmative action [here refers to African Americans] responsibilities of the institution in the system of the Board, and the degree of achievement of institutional desegregation objectives.*
- 3. The degree of commitment to affirmative action on the part of the applicant.*

Listed below are the UT positions for which review/approval is required:

Vice President, Associate Vice President, Assistant Vice President
Vice Chancellor/Provost, Associate Vice Chancellor/Provost,
Assistant Vice Chancellor/Provost
Dean, Associate Dean, Assistant Dean
Academic Department Head/Chairman

Searches for these positions are subject to the internal UT requirements set forth by then-President Boling (memoranda of 7/7/86 and 7/28/86). Those requirements are restated in italics below:

- 1. Each campus/unit is charged with the responsibility of reviewing the proposed qualifications and search procedures for each vacancy at the above positions; of assuring that the proposed qualifications for a position are appropriate to the duties of the position and are not drawn in a way that would necessarily exclude African American applicants; and of ensuring that the proposed search includes effective methods for attracting qualified African American applicants.*
- 2. Before a candidate can be invited for interview, the President or his designee (i.e., Senior Vice President) must review the pool of applicants and the campus/unit efforts to assure*

that well-qualified African American candidates are included among the proposed interviewees. As a result of this review, additional efforts to enlarge the pool of African American applicants may be required.

3. No verbal or written negotiations with a proposed appointee may begin until the President or his designee has completed the review specified in Provision III.H.

4. When an Associate or Assistant Vice President, Associate or Assistant Vice Chancellor/Provost, or Associate or Assistant Dean position becomes vacant, the President may waive the requirement for an external search if the campus/unit has made satisfactory progress in desegregating its upper-level administrative positions, requests in-advance permission for an internal search, and if the following conditions obtain:

- A. the previous incumbent holds faculty rank and tenure;*
- B. the previous incumbent is returning to a full-time UT faculty position;*
- C. the internal search will be restricted to existing tenured full-time faculty in base departments which report to the office housing the vacancy;*
- D. the faculty member appointed to the vacancy will not be replaced in his/her base department by a full-time tenure-track replacement;*
- E. no additional administrative position will be allocated over the next two years to the office housing the vacancy.*

5. When a department head/chairman returns to a full-time faculty position, and it is not anticipated that an additional position will be allocated to the department over the next two years, the search for a new head/chairman may be limited to current members of the department faculty; otherwise, an external search will be required. The campus/unit shall request in-advance permission for an internal search.

6. An administrator may be reassigned to other duties at the same level without a search, provided that if a vacancy is created relative to the individual's former duties, and not filled by reassignment of other individuals at the same level, that vacancy will be filled through an external search. For example, a vice chancellor for business and finance might be assigned new duties as vice chancellor for administration, and the individual's original duties not reassigned to another vice chancellor. An external search would then be required to fill the vacant position of vice chancellor for business and finance.

7. Acting or interim administrative appointments, not requiring affirmative action procedures, are limited to a period of one year, and the search to fill the position on a regular basis must begin during that year. The acting or interim appointment may only be extended if the search is not completed or fails to produce an acceptable candidate. The Senior Vice President shall be notified in-advance of all such appointments.

8. *Recruiting for Stipulation purposes shall include, as a minimum:*

- A. *advertisement of the vacant position in publications aimed at the appropriate labor market, including publications specifically targeted at African American professionals.*
- B. *personal contact with qualified, potential African American applicants by the responsible administrator(s), search committee members, and other African American faculty and staff to encourage them to become candidates for the positions. All such contacts and responses should be documented and made available to the President or his designee as part of the review specified in Requirement 2 (III.H) above.*
- C. *In selecting candidates for interview and in weighing the qualifications of those interviewed, the search committee and the appointing authority must give significant weight to the needs of the University and academic unit to meet their desegregation goals.*

9. *Each chancellor shall take positive steps to assure that all administrators and members of search committees under his/her jurisdiction are familiar with the preceding requirements. The steps should include periodic, personal communication by the chancellor or his/her designee with these individuals.*

10. *Each campus/unit will establish a African American recruitment advisory committee composed of African American faculty and staff to assist in the identification of qualified African American candidates for faculty positions and for administrative positions below the chancellor level (above). The advisory committee shall be notified promptly when a search is initiated for a faculty position or for one of the named administrative positions. The committee shall be asked to nominate any qualified African American candidates known to the committee members and to provide advice concerning other effective methods of identifying and recruiting qualified African American candidates.*

THE NARRATIVE SUMMARY OF RECRUITMENT EFFORTS AND REQUEST FOR AUTHORIZATION TO INTERVIEW CANDIDATES

In accord with the provisions of the Stipulation, the Senior Vice President must review and approve the **Narrative Summary** materials. The **Narrative Summary** is sent by the Office of the Chancellor/Vice President to the Office of the Senior Vice President.

Purpose: The purpose of the **Narrative Summary** is to document the methods and actions taken in the establishment of the candidate pool and the selection of the principal slate of candidates and the list of alternates. This document is required in order to ensure that all appropriate extraordinary efforts have been taken. The **Narrative Summary** should provide for consistent and uniform review of these efforts and should facilitate the evaluation of the adequacy of efforts made. Search committees should have African American members and should be attentive to the following general matters, and that attentiveness should be related to particular priorities and needs of the unit.

Development of the position description is of critical importance, because if an appropriately representative candidate pool cannot be established, it is not appropriate to waive stated requirements.

Cut-off date for applications: Some units have found it useful not to specify a specific cut-off date for receipt of applications, substituting instead a statement such as “Review of applications will begin [date], and will continue until the position is filled.”

Internal assistance in identifying candidates: Each campus/unit’s African American recruitment advisory committee should assist in the process of identifying qualified African Americans and seeking to persuade them to become candidates for a position. The African American recruitment advisory committee should be notified of any approved search, and should offer assistance.

General recruitment avenues: Although each academic/professional area has networks and means of identification of qualified candidates for position and general notification of the availability of the position, the following list of general recruitment avenues provides some possibilities for the scope of activities which may be undertaken and which should be documented in the **Narrative Summary**:

■ **Professional organizations within the profession.** In addition to publishing journals in which advertising space can be purchased, such organizations may provide membership lists or vitabank services. A review of programs of professional meetings may also be useful in identifying candidates.

■ **Minority caucuses.** Many professional organizations have minority caucuses or sections which emphasize concerns of minorities. Some general organizations, such as The American Association of Higher Education, also have such caucuses.

■ Departments at other universities which offer relevant degrees and/or which may have employees with the desired qualifications.

■ Predominantly African American colleges and universities, and universities which have (or have had) active PhD programs in the discipline, and which have (or have had) significant African American graduate enrollments.

■ Private and government-sponsored referral and placement agencies. (i.e., “CIC Directory of PhD Candidates and Recipients,” “SREB Faculty Data Bank Registry,” etc.)

Summary of all Individual Contacts: Search Committee members must maintain a summary of all individual contacts during the course of the search. Completed forms are a part of the **Narrative Summary**. These forms should be a record of the extent of recruiting efforts, and means for “tracking” the candidacy of African American nominees/applicants. Forms should reflect genuine diligence in contacting nominators (who also may be potential applicants), potential applicants, and references. A good-faith diligent search is characterized by logs which show specific, fruitful, and consummated contacts—not (e.g.) uncompleted phone calls or merely general allusions to personal contacts.

Required provision to applicants/candidates of the Affirmative Action Identification

Invitation form: Responses by potential candidates to recruitment efforts should be acknowledged promptly, by letter, and each applicant must be furnished a copy of the Affirmative Action Identification Invitation Form and requested to return it. In order to avoid the appearance of initial preference, it may be well to use the same wording in letters to all candidates. It may be useful to telephone or re-write persons who do not submit this voluntary form.

Review of candidate files by the Search Committee: Each Search Committee will devise its own methods for review of candidate files, but if scoring sheets or other forms are used, they need to be kept as part of the Search Committee records.

1. **Screening.** (Including files of candidates who do not meet the requirements stated in the position announcement.) The full Search Committee should be offered the opportunity to review all files before a letter is sent indicating that individuals are not under consideration because they have not met the qualifications required in the position description and made known through advertising and dissemination of position announcements. The Committee’s review of the files of applicants which do not appear to meet the qualifications specified would be to determine whether one or more of the candidates has in fact met the base-line requirements. In reporting statistics of the applicant pool in the **Narrative Summary** all applicants are to be included. It would not be appropriate for the Committee to waive the base-line requirements.

The Committee should review the composition of the candidate pool to evaluate the adequacy of representation of African Americans after the initial screening has been made and before any applicant is notified that he or she has to meet the qualifications stated in the position announcement. If representation of African Americans appears inadequate, the committee should consult with its campus/unit administration and Affirmative Action Officer. If the search has been advertised without a cut-off date for receipt of applications, additional aggressive efforts to broaden the candidate pool must be undertaken. If a cut-off date has been established, and has passed, the position may need to be re-advertised with different qualifications.

If the decision is to extend the search and re-advertise, all applicants should be notified in writing of the reopening, sent a copy of the revised position announcement, and asked to affirm their candidacy for the position. In the event the applicant does not respond to the request for affirmation of candidacy, he or she should be considered to be a candidate for the reopened position, and his or her qualifications should be considered in accord with the redesigned position announcement.

2. Selection of a principal slate of candidates. The Search Committee should review the candidate files and devise a “principal slate” of candidates. This is a list of candidates which the Committee wishes to interview for the position. A list of alternate candidates may also be developed. Interview protocols which might limit African American applicants’ prospects will not be approved.

MINIMUM MATERIALS TO BE INCLUDED IN THE NARRATIVE SUMMARY

The following information must be included in the **Narrative Summary**. Additional supporting explanations or information may be included, as appropriate.

- 1.) One review/approval page providing for signature and date of review for all signatories (campus/unit and Senior Vice President) in the review/approval process.
- 2.) Date of Search Committee meeting with Dean or Director (or designee) and the Affirmative Action Office, and brief minutes of all later committee meetings, including the required meeting with the campus/unit's African American recruitment advisory committee.
- 3.) A list of the Search Committee membership, indicating African American committee members.
- 4.) A copy of all position announcements and a copy of all advertisements used in recruiting efforts.
- 5.) A list of the publications in which the vacancy was advertised, the dates upon which the advertisements appeared, and the cut-off date (if any) for receipt of applications. To the extent known, the number of persons who applied as a result of each advertisement.
- 6.) A list of the professional organizations, caucuses, and referral sources with which the vacancy was listed, and when. If known, the number of persons who applied as a result of each listing.
- 7.) A description of the additional types of measures undertaken to recruit African Americans (e.g., specifics regarding professional meeting contacts [dates, names, etc.], specifics regarding all referral contacts [including whether nominators wished to apply, as appropriate], specifics regarding "common sense" contacts [African American colleagues in related disciplines who might suggest either a nominator or a potential applicant].)
- 8.) Legible copies of completed **"Summary of all Individual Contacts"** forms.
- 9.) A list of all candidates as in the following example:

<u>Name</u>	<u>Gender</u>	<u>Race</u>	<u>Vietnam Veteran</u>	<u>Disabled Veteran</u>	<u>Handicap</u>	<u>Principal or Alternate</u>	<u>Internal or External</u>
Jane Doe	F	B	Unknown	Unknown	Unknown	P	I
John Doe	M	W	No	No	No	A	E

- 10.) A brief synopsis of the qualifications of each of the principal candidates and each of the alternates. The major strengths and weaknesses of each principal and alternate candidate should be set forth, making sure that assessments conform—at a minimum—to the job qualifications. In addition, provide a brief description of the strengths and weaknesses of all African American applicants excluded from the final list.
- 11.) Copies of the principal candidates' **vitae**.

Upon notification by the Senior Vice President, candidates may be invited for interviews.

THE INTERVIEW

The Search Committee normally continues with the search process by participating in interviews with candidates and in the process of recommending the appointment of candidates. Whenever possible, African Americans should be included among those interviewing candidates.

THE REQUEST TO MAKE AN OFFER

In accord with the provisions of the Stipulation, the Senior Vice President must approve campus/unit requests to offer employment from both internal and external searches. An "Approval for Administrative Appointment" form is sent by the Office of the Chancellor/Vice President to the Office of the Senior Vice President, together with a statement summarizing the interview process, specifying each interviewee's strengths and weaknesses, and noting the proposed appointee's commitment to equal employment opportunity and affirmative action. In cases where the offer is rejected by the candidate, the reasons for that rejection should be documented before the campus/unit may seek approval to make another offer.

UTK Efforts:

Development and Alumni Affairs

Vacancies are published in the *Black Issues in Higher Education* and job announcements are sent to Historically Black Colleges and Universities. All available positions are also advertised in newspapers in areas with large minority populations.

Diversity Resources And Educational Services

The names of persons applying for current job vacancies are added to an applicant database which can be used for referrals to future UTK job vacancies.

Involvement by members of the Commission for Blacks (CFB), Commission for Women (CFW), and the Black Recruitment and Retention Advisory Committee (BRAC) has increased. All commissions are notified of all staff exempt, faculty, and administrative level positions so that vacancies can be circulated to commission members for potential nominations.

DRES has continued to meet with all search committees seeking to fill staff exempt, faculty, and administrative positions. In addition, the Director of DRES chairs the Black Recruitment and Retention Advisory committee (BRAC). This committee meets with the chairs of all upper-level searches to review, monitor, and provide input for such searches.

DRES continues to serve as a resource of potential advertising sources and individuals registered with professional vita banks as well.

DRES continues to provide financial resources to the various special commissions for such things as workshops and conferences. For example, DRES provided assistance to the Commission for Blacks in their efforts to create and present three new annual awards recognizing accomplishments by African American faculty, staff, and students.

DRES funded the reprinting of the brochure, "Toward a Climate for Enhancing Diversity of the UTK Campus," a brochure describing UTK's commitment to diversity. The brochure was distributed at search meetings, classroom and departmental presentations, and given to all candidates interviewed for upper-level positions at UTK.

Division Of Student Affairs

Most units within the Division of Student Affairs have not had a position vacant or staff openings. However, all searches are conducted in a manner that encourages African American applicants. In addition to the paper notification/ads, vacancies are advertised via the Internet.

Human Resources Management

The Office of Human Resources Management has participated in numerous recruitment efforts, including the following:

Met with staff of the Knoxville-area Urban League (KAUL) to explore ways KAUL and UT might be able to increase recruitment, training, and placement efforts for KAUL's customers through some type of partnership or other joint efforts;

Attended a Career Fair sponsored by Knox County Schools' Vocational and Adult Education Department;

Met with the Pellissippi State Technical Community College staff to review their Office Systems Technology program as a recruitment source;

Met with staff from the Knoxville Women's Center to discuss recruitment activities;

Participated in the UT Job Search Job Fair sponsored by the UT Job Club and the Tennessee Department of Human Services;

Participated in "Career Showcase '99" at the Knoxville Convention Center;

Participated in "Career Week 1999" at Pellissippi State Community College to discuss job opportunities with students of Pellissippi State and the Tennessee Technology Center;

Participated in a "public service" job fair at the Department of Human Services;

Participated in a job fair hosted by the Blount County Chamber of Commerce for Morton Bendix employees;

Participated in the Sixth Annual Oak Ridge Job Fair;

Attended the 12th National Conference on Race & Ethnicity (NCORE) in Memphis, Tennessee. NCORE is billed as the leading and most comprehensive national forum on issues of race and ethnicity in higher education;

Participated in the Private Industry Council's Summer Youth Employment and Training Program; and

Spoke with participants concerning UT job opportunities at the Tabernacle Apartment's Computer Training Center.

Division Of Information Infrastructure

All procedures recommended by DRES are followed, including individual contacts by search committee members to solicit suitable candidates, and formal contacts with appropriate agencies. Additionally, DII sponsored diversity awareness training for its staff in an effort to expand attempts by search committee members in attracting African American applicants.

Division Of Academic Affairs

All positions are listed with the Office of Human Resources and all Affirmative Action procedures are carefully followed. In addition, the following colleges have taken further steps to increase African American applicants for employment at UTK:

- **College Of Arts And Sciences**

Arts and Sciences Administration – Special efforts are made in all faculty searches. The college adheres closely to all DRES policies, for affirmative action is taken very seriously.

Department of Anthropology – The Department has complied with all requests from DRES to recruit qualified African American applicants for faculty positions. Negotiations to rehire Dr. Faye V. Harrison were successful.

Department of Art – All announcements for faculty positions are sent to several historically black institutions. The department also interviewed and subsequently hired an African American female for a staff position during 1999.

Audiology and Speech Pathology – Audiology and Speech Pathology made individual contacts with two historically black institutions. In addition, all applicants known to be African American received personal letters.

Biochemistry, Cellular and Molecular Biology – Two faculty positions were advertised nationally, and letters of announcement were sent to minority institutions in order to ensure widespread distributions.

Department of Chemistry – All faculty searches include a concerted effort to contact potential African American candidates. Separate and special mailings to HBCU Chemistry departments for candidate nominations and applications are made for each search. All African American faculty in the chemistry area of interest at research universities are contacted for leads.

Computer Science – The department increased the number of position announcements sent to HBCU's. Computer Science also contacted as many colleagues as possible to learn of possible candidates.

Department of English – For each search the department sends out notices to a host of universities seeking minority candidates, with a mailing specifically to historically black colleges.

Department of Geography – Faculty are active in regional and national professional associations, resulting in their meeting potential African American applicants and students.

Department of Geology – The department pursues a strategy of placing ads in national and international publications and on websites to attract all candidates. When interviewing at national meetings, the Department of Geology asks organizers to sign up all minority candidates. Additionally, the *Women and Minority Doctoral Directory* is utilized to identify any possible minority candidate.

Department of History – The department advertises positions in *Black Issues in Higher Education* and sends announcements of positions to predominantly black institutions. Prominent African American faculty from around the country also recommend possible minority candidates for the Department of History's job openings.

Department of Math – Math has targeted the *Black Math Society* in its ads.

Department of Microbiology – Microbiology advertised vacancies nationally encouraging minority applicants to apply.

Department of Modern Foreign Languages and Literatures – As part of every search, the department made contacts with HBCU's and with professional organizations linked closely with historically black colleges. African American faculty were asked to submit names of African American applicants or contacts at other institutions who might submit names. The two African American faculty in the department were included in two of the searches. August 1999, an African American member of the department, Dr. Carolyn Hodges, accepted the appointment as department chairperson.

Department of Music – The department sent recruitment letters and made telephone calls to historically black institutions while conducting four searches.

Department of Philosophy – When positions are advertised, all predominately African American institutions and African American regional faculty are recruited.

Department of Physics and Astronomy – In the search for a professorship in high energy physics, the department made special contacts to minority institutions to see if a qualified African American candidate were available. The department has worked hard to recruit African American graduate students, and succeeded by adding the second African American student this semester.

School of Planning – The school advertised in *Black Issues in Higher Education* for the position of Director.

Department of Psychology – Position announcements for an assistant professor position were sent to all listed in the *APA Minority Directory* file. In addition, faculty recruited applicants from listserves, colleagues, and other institutions.

Department of Theatre – Notices were sent to all accepted professional publications that advertise openings in Theatre. The department emphasized personal networking among colleagues at other institutions and at national and regional conferences to advertise openings. The department successfully recruited an intern, Mr. Habil Simon Omamo from Kenya, to spend fall semester 1999 with the Master of Fine Arts Performance Program.

- College Of Business Administration

For a faculty vacancy, special letters were written inviting applications from 42 minority Ph.D. students and 42 African American faculty via a KPMG list, 113 personnel directors at historically black institutions, 82 personnel directors at women's colleges, 104 directors of doctoral programs, 88 chairs at institutions with Ph.D. programs, and five offices received from DRES. Ads were placed in the *Chronicle of Higher Education*. Ads were placed in primary discipline publications (available in hard copy and on the Web). The college solicited application referrals from minority-owned businesses and predominantly black institutions of higher education. Special efforts were made to ensure that advertisements were being placed at historically black colleges. Advertisements were also placed in publications directed to African American and minority faculty. Special efforts were made to contact minorities listed in resume books of professional discipline's placement service.

- College Of Communications

Open faculty positions have been announced through all DRES channels on minority recruitment to increase minority applicants. Vacant staff positions also have been announced for minority recruitment.

- College Of Engineering

For all faculty and exempt-staff positions for which national searches were initiated during the reporting period, the following actions were taken in an effort to increase the number of qualified African American applicants in the candidate pool:

1. Each position was extensively advertised in national publications pertinent to the position. All advertisements contained a statement specifically inviting applications by qualified minorities.
2. Job vacancy announcements containing a statement specifically inviting applications by qualified minorities were mailed to an extensive list of academic contacts.

3. Position announcements were distributed to more than 100 Historically Black Colleges and Universities and 1890 land-grant institutions.
4. Position announcements were routinely distributed to organizations and groups recommended by DRES.

For non-exempt staff positions involving local searches, distribution of position announcements and the general personnel search activities were coordinated by Human Resources Management.

- College Of Law

1. When the college has not received applications for staff positions from qualified African American candidates through the normal hiring process conducted by the UT Office of Human Resources, the College of Law has routinely initiated additional recruiting efforts. Letters requesting recommendations for candidates and requests to post position vacancies have been sent to our local area African American alumni, and to directors of placement/career services at local community college and a business schools, including Knoxville College, Pellissippi State Community College, Knoxville Business College, and the State Area Vocational Technical School.
2. The College of Law received approval in August 1999 to conduct a search to fill two regular, full-time faculty positions: one position in the area of clinical teaching, the other in the area of Business Associations. The Law School also received approval in September 1999 to conduct a search to fill another faculty position with administrative responsibilities, the position of Director of the Center for Advocacy, and also to conduct a search to fill the position of Assistant Dean for Student Affairs. The College of Law subsequently hired a female African American candidate, Paulette Williams, for the faculty position in our Legal Clinic, and also hired a female African American candidate, Rachel Inman, for the position of Assistant Dean for Student Affairs. (A white male candidate, Paul Zwier, was hired to fill the Director position.) When efforts to fill the remaining faculty position with teaching responsibilities in the area of Business Associations were unsuccessful during the 1998-99 academic year, the College requested and received approval to continue search efforts this year.
3. In searches to fill regular, full-time faculty positions, the College of Law utilizes the services offered through the Association of American Law Schools (AALS) Faculty Recruitment Services. In general terms, the process is as follows:

Almost all persons interested in teaching in an American law school register with the AALS and complete a form resume. These forms are distributed to all law schools, including The University of Tennessee College of Law, in several segments during the late summer and fall of each year. Last year, 793 such resumes were distributed. Typically, law schools review these resumes; select those most

likely to satisfy the school's needs, and arrange interviews with the best candidates. This year, the interviews were held at the ASLS Faculty Recruitment Conference in Washington, DC on October 29–November 1, 1999. After interviewing the persons attending the conference, the law schools review the interviews and invite some candidates to campus for further interviews. Ordinarily, faculty appointments are then tendered to those deemed best qualified of those interviewed on campus.

The college took several additional steps to ensure that qualified minorities and women were informed about faculty vacancies, encouraged to apply, and given serious consideration at the screening state. Last fall, the AALS distributed 793 resumes to the UT College of Law. These resumes, all of which were considered by the committee, constituted the largest portion of the applicant pool. According to unofficial information obtained from the AALS, of the 635 resumes that included racial background or ethnic origin, 126 (19.9%) were from non-white minorities. To assure that the initial screening processes (i.e., selecting those persons who were interviewed at the AALS Recruitment Conference) gave every consideration to women and minorities, the resumes from women and minorities were separated from those of non-minority males and were given special attention. All 793 resumes were reviewed by the seven members of the search committee. A short questionnaire was completed for the specially selected resumes. Committee members were specifically required to state why they believed any female or minority candidate should not be interviewed. This process required the committee members to pay special attention to the resumes of females and minorities.

Members of the search committee for the two regular, full-time faculty positions attended the Annual Association of American Law School's Faculty Recruitment Conference in Washington, DC, to talk with potential candidates. Members of the search committee for the Advocacy Center Director position attended the AALS Annual Meeting to solicit interest and talk with potential candidates.

In searches to fill faculty and administrative positions, the College of Law typically runs advertisements in the following publications: The Association of American Law Schools' *Placement Bulletin*, *Black Issues in Higher Education*, *Chronicle of Higher Education*, *National Law Journal*, *National Bar Association Magazine*, Federal Bar Association's *Lawyer's Job Bulletin*, and the UT College of Law's *Career Services Newsletter*, and also are posted on the College of Law's WebPage. Faculty positions are also posted on the Jurist WebPage, the Legal Scholarship Network, the Law Prof Listserv, and Profs of Color Listserv. Ads for the Assistant Dean position and the Advocacy Center Director position were placed in the *American Bar Association Journal*. The ad for the Director position also appeared in *Trial* magazine, published by the Association of Trial Lawyers of America.

The chairs of the various search committees also sent copies of position announcements, along with letters requesting recommendations and

applications, to various local and national minority organizations, Historically Black Colleges and Universities, women's colleges and universities and local colleges and universities (lists provided by DRES), as well as several legal organizations, particularly those having substantial minority attorney membership, asking that the position notices be posted. The Dean of the College also sent copies of all position announcements and similar correspondence to the deans of all ABA-approved law schools.

4. In searches to fill faculty positions, the Law Library utilizes the services of the American Association of Law Libraries with publication in the AALL Spectrum, and postings on their Internet Bulletin Board, Career Hotline, and Fax-on-Demand Services. Additionally, announcements are placed in the following publications: ***Black Issues in Higher Education, Chronicle of Higher Education, Affirmative Action Register, and Library Journal***. Announcements are also sent to the following organizations and groups: *The Black Scholar*, the NAFEO Black Higher Education Center, the UTK Commission for Blacks, the UTK Commission for Women, Minority Student Affairs, and the Black Recruitment Advisory Committee. Letters, with copies of announcements, are sent to the Placement Offices of accredited Library Schools, all Academic Law Library Directors, and the academic members of the Minority Law Librarians group of the American Association of Law Libraries. Finally, announcements are posted on the LawLib and LawLibDir Listservs.

- Library

For each faculty search, the library uses the suggested list of recruitment sources from DRES.

- College Of Nursing

Advertisements were placed in appropriate publications. Formal searches were conducted to acquire a pool of applicants that was diverse in terms of race, ethnicity and gender.

- College of Social Work

The college listed each position vacancy with deans/directors of all CSWE accredited social work educational programs. In addition, a letter was sent to all minority deans and directors asking for their assistance in recruiting minorities, with personal follow-up to each dean/director. The college sent position vacancies to directors of all doctoral programs in social work affiliated with the Group for Advancement of Doctoral Education, to Historically Black Colleges and Universities, to all listings provided by the UT Diversity Resources and Educational Services Office (DRES), including a listing of women doctoral graduates and women's colleges and universities. In addition, search committees reviewed abbreviated vitae from the listings in the CSWE Teachers Registry and Information Service. The college contacted personnel handling the minority fellows program at the accrediting agency for social work, Council on Social Work Education. Advertisements of the position vacancies were placed in minority publications, i.e. *Black Issues in Higher Education*.

- School Of Information Sciences

The school recruited for one faculty position in 1999 by asking leaders in the information science/library field to identify the minorities in their areas. The school also contacted the information science/library graduate schools in the HBCU's.

At UTC:

Letters announcing vacancies are sent to Provosts/Vice Chancellors for Academic Affairs and appropriate deans at Historically Black Colleges and Institutions requesting assistance in identifying applicants and/or nominees for positions. This list is provided by Dr. Barbara Wofford, Affirmative Action Director.

Search committees contact former African American faculty and administrators seeking assistance in identifying African American applicants/nominations for positions.

African American community leaders are informed of vacant positions and asked for their assistance in identifying viable candidates for positions.

Minority and Women Doctoral Directory is made available to departments to assist in identifying potential African American applicants.

UTM Actions:

All faculty positions are advertised in *Black Issues in Higher Education* and in professional journals.

Letters are mailed to predominantly black institutions asking for nominees. Calls are made to numerous black colleges for each search.

The UTM Position Vacancy List is distributed to all area minority churches, and is posted on the UTM Website.

At UT Memphis:

Faculty and administrative staff positions are advertised nationally in minority-targeted professional journals. Contacts are made with historically black academic and health care institutions, as well as with black professional organizations. Additionally, post-doctoral candidates are mentored to increase African American applicant pools.

Dr. Wisdom Coleman, Assistant Dean for Admissions, and Dr. Waletha Wasson, Associate Professor, serve as counselors to potential African American faculty members and administrators in the UT College of Dentistry.

III.A.B. Black Faculty and Administrator Recruitment

The following table indicates the number of African American faculty and staff hired in 1998-99.

Table 6
Faculty and Staff
Hires, Promotions and Tenures

Campus	Regular, Full-time Hires	Net Gain (Loss) From 1998-99	Promotions/Tenures
UTK	8 faculty 42 staff	6 15	2 tenured and 6 promoted 18 staff promoted
Ag Extension	11 faculty 62 staff	4 44	1 faculty promoted
Ag Experiment	2 staff	2	1 faculty promoted
Vet Medicine	2 faculty	0	2 faculty promoted
UTC	3 faculty 18 staff	0 0	2 faculty promoted 9 staff promoted
UTM	4 faculty 13 staff	1 2	1 staff promoted
UT Memphis	5 faculty 33 staff	(5) 14	6 faculty tenured 5 faculty promoted 24 staff promoted
UTSI	3 staff	1	1 faculty promoted 2 staff promoted
UWA	2 staff	(7)	4 staff promoted
IPS	1 staff	1	

III.C. Grow Your Own

Table 7 depicts the number of Grow Your Own participants and funds expended for 1998-99.

Table 7
“Grow Your Own” Participants

Campus	Number of Participants	Amount
UTK	3	\$39,000
Vet Med*	4	\$81,250
Ag Extension*	8	\$18,985
UTC	1	\$2,500
Total	16	\$141,735

*Special Programs

III.D. Black Staff Development

Table 8 shows the number of participants and funds expended for the Black Staff Development Program.

Table 8
Black Staff Development

Campus	Number of Participants	Amount
UTK	107	\$29,942
IPS	15	\$36,976
UTSI	2	\$2,008
UTC	4	\$3,800
UT Memphis	81	\$15,370
UT at Martin	1	\$2,492
Total	210	\$90,588

III.E. Black Faculty Development

Table 9 illustrates funds spent on Black Faculty Development.

Table 9
Black Faculty Development

Campus	Number of Participants	Amount
UTK	1	\$9,800
Ag Experiment	4	\$26,000
Ag Extension	3	\$22,095
Ag Sciences	2	\$1,000
Vet Medicine	3	\$152,000
UTC	3	\$2,135
UTSI	1	\$6,000
UT Memphis	1	\$243
Total	18	\$219,273

Other Efforts Not Covered by the Stipulation of Settlement

UT at Chattanooga

At UTC, graduating African American seniors are encouraged to continue their education. Seminars providing assistance in applying to professional schools are held for the members of the Black Student Association and the African American Greek organizations.

UT at Martin

At UTM, each African American student who is contacted by a recruiter receives follow-up literature and a telephone call by either a current student or an admissions counselor.

Twelve UTM students participated in the Pre-professional Associates Summer Program. The Pre-professional advisor, Ms. Gwen Reese, counseled these students and assisted them in registration and successful completion of their summer coursework.

UTM spent over \$50,000 for salary supplements, equipment, and moving expenses for two African American faculty.

UT Memphis

Personnel Services administers the Educational Assistance Program to encourage employees to seek professional development. This assistance allows for tuition-free study at any of the Board of Regents' schools in the Memphis area.

Admissions provides individual counseling sessions for approximately 50 prospective applicants each month. Other individuals offer counseling services to potential African American faculty members and administrators in the various colleges and departments.

The UT College of Medicine sponsors the Annual Spring Weekend Visit for each admitted African American. The College of Medicine provides 20-25 students with housing, meals, introductory tours of Memphis, apartment hunting, and opportunities to meet with African American faculty, staff, residents, and students during the three-day visit. As a result, 85-95% of these African American students do enroll in the College of Medicine.

In addition to Pre-Professional Programs, a Student Tracking System (STS) is maintained by the Office of the Pre-Professional Program and provides year-round service and support to students interested in the health professions. STS serves as a primary means by which the University makes available its facilities and brings students in touch with health professional faculty and students. STS follows a student's academic progress, shares information relevant to his or her educational level, and provides counsel for developing career decisions. Students from grade nine through college are eligible to participate in STS.

UT Knoxville

Recruiting efforts continue to be stepped up at UTK to attract qualified undergraduate minority students to the campus. Concomitant with the recruiting efforts is a scholarship program, the African American Achievers Scholarship. This program provides a guaranteed four-year scholarship which covers in-state tuition and fees. This scholarship is renewable and valued at more than \$10,000 for a 4-year program for students who meet the following criteria:

First-time Freshman
3.4 GPA and 23 ACT Composite (1060 SAT)

College of Law

The College of Law sponsors a *Law Mentoring Program* in which over 20 local African American law alumni serve as mentors during the candidate's first year in law school. Communications between the mentor and the mentee are facilitated by the Admissions Office staff. College of Law African American alumna, Bridget Bailey, works with the Admissions Office to recruit mentors. The College of Law hosts a welcome reception for mentors and entering students during the first week of class.

Tennessee Minority Pre-Law Day provides an opportunity for minority undergraduates to meet with representatives and students of law schools across the state and attend workshops on the admissions process, LSAT preparation, and financial aid. Tennessee Pre-Law day is a cooperative program of the three law schools in the State of Tennessee: University of Memphis Cecil C. Humphreys College of Law, The University of Tennessee College of Law and the Vanderbilt University School of Law. This program is targeted for minority undergraduates of Tennessee and promoted extensively statewide. Interested non-minority students are also welcome to attend.

Office of Undergraduate Academic Affairs

The First-Year Studies program, an initiative of the Center for Undergraduate Excellence, is committed to recruiting and utilizing African American faculty and staff as instructors in FYS 101, a two-credit hour course for first year students. This experience provides valuable professional development for the instructors as well as affording first-year students the opportunity to develop a close relationship with excellent African American faculty and staff. In fall 1999, 12 African American faculty and staff members taught 14% of the First-Year Studies classes.

The Graduate School

Gradsources, a list serve of informational materials relating to grants, fellowships, internships, and assistantships for graduate students went on-line in September 1999 to graduate students and to departments for sharing with prospects. All in-state and out-of-state African American graduate prospects and applicants were notified of this on-line list serve of information on graduate funding at the University and across the nation. From October 1998 through September 1999, *Gradsources* received 213 contacts from African American graduate prospects.

Institute of Agriculture

Innovative programs within the Institute to recruit African American students, faculty and staff are paying off.

In the College of Agricultural Sciences, summer internships are working well for African American students who are interested in pursuing careers in agriculture. The College offers an 8-week internship with a faculty mentor. Students work within an academic department, and they learn what career fields are available in agriculture and natural resources. The internship pays students \$2,000.

The College of Veterinary Medicine's "Summer Veterinary Internship for African American High School Students in Tennessee" continues to provide eight-week programs for eight juniors and seniors in high school each summer. Participants gain experience by working with a veterinarian in their home towns, and spend one week of their summer as guests of the College of Veterinary Medicine.

The Agricultural Extension Service offers a Summer Minority Internship Program. This program allows participants to work in county extension offices within the state for the summer. During this time, interns work with county extension faculty members and gain an appreciation for the educational role and responsibilities of county extension agents. In 1998-1999, five African American interns participated in the Summer Minority Internship Program.

**SUMMARY OF STATISTICAL TABLES
THE UNIVERSITY OF TENNESSEE
FALL 1998 - FALL 1999**

Headcount Enrollment

Note: Headcount Enrollment is defined as the actual number of individuals enrolled, either part-time or full-time, on UT campuses.

Table 1

Undergraduate

Between fall 1998 and fall 1999, the number of African American undergraduates at UT at Chattanooga increased from 1,188 to 1,193, and the percentage rose from 16.22% to 16.53%. The 2000-01 objective is 15.71%.

The number of African American students at UTK again increased significantly, moving from 1,087 to 1,196. The percentage rose as well, from 5.52% to 5.9%. The 2000-01 objective for UTK is 11.03%.

UT at Martin experienced a decrease in minority undergraduates, 778 to 722. The percentage of minority students decreased from 14.17% to 13.41%. The 2000-01 objective for UTM is 18.34%.

The number of African American undergraduates at UT Memphis increased slightly for fall 1999, rising from 19 to 22. The percentage climbed from 6.21% to 9.02%. The 2000-01 objective is 17.87%.

Graduate

Between 1998 and 1999, the number of African American graduate students at UTC increased from 110 to 131. The percentage rose from 8.09% to 9.44%. Chattanooga stands well above its 2000-01 objective of 6.64%.

The number of African American graduate students slipped at UTK, moving from 294 to 289, with a percentage of 5.29%. UT Knoxville continues to exceed the 2000-01 goal of 4.66%.

UT at Martin witnessed a decline in the number and percentage of African American graduate students. Headcount enrollment dropped from 31 to 26, and the percentage dipped from 8.96% to 7.3%. The 2000-01 objective is 8.56%.

At UT Memphis, African American graduate enrollment increased from 44 to 49. The percentage of African American graduate students dropped from 9.89% to 9.78% due to a gain in the total number of graduate students. UT Memphis is still above the 2000-01 objective of 9.04%.

Professional Programs

African American headcount enrollment in Law at UT Knoxville rose from 43 to 46, and the percentage increased from 8.9% to 9.75%. The 2000-01 objective for the College of Law is 7.6%.

Veterinary Medicine headcount African American enrollment dropped from 3 to 2, and the percentage of African American veterinary students decreased from 1.2% to .78%. The 2000-01 objective is 8.15%.

Dentistry enrollment rose from 19 to 26, and the percentage increased dramatically from 6.23% to 8.44%. The 2000-01 objective stands at 8.54%.

Medicine headcount enrollment dropped from 101 to 97. The percentage also fell from 14.72% to 14.39%, yet exceeds the 2000-01 objective of 8.83%.

Pharmacy enrollment is on the upswing. The number of African American pharmacy students increased from 54 to 59. The percentage grew from 13.74% to 15.21%. Pharmacy continues to surpass the 2000-01 objective of 9.71%.

Employment

Note: Employment is defined as the total number of full-time employees funded by state dollars.

Administrators

The number of full-time African American administrators at UTC fell by 3, and stands at 12. The percentage dropped, too, going from 12.2% to 10.43%. UTC exceeds its 2000-01 objective of 8.6%.

The number of full-time African American administrators at UTK rose from 27 to 33. The percentage increased from 8.06% to 9.43%. The 2000-01 objective stands at 10%.

The number of African American administrators at UT at Martin remained at 2. Due to a decrease in the total number of administrators, the percentage of African American administrators at UTM rose from 2.94% to 3.85%. The UTM goal is 12.2%.

The number of African American administrators at UT Memphis rose from 11 to 15. The percentage increased from 11.96% to 14.42%, with an objective of 9.7%.

The number and percentage of African American administrators at the Institute of Agriculture remained at zero, with a goal of 3.6%.

The number of African American administrators in University-wide Administration remained at 4. The percentage moved from 4.65% to 4.82%. The 2000-01 goal is 8.1%.

Faculty

At UT at Chattanooga, the number and percentage of African American faculty decreased by 1, from 16 to 15. The percentage stands at 4.59%. UTC remains ahead of its 2000-01 goal of 4.3%.

UT Knoxville experienced a slight decrease in the number of African American faculty, dropping from 37 to 36. Since the total number of faculty decreased, the percentage of African American faculty rose from 3.27% to 3.32%. Knoxville continues to exceed the 2000-01 goal of 2.7%.

The number and percent of African American faculty at UTM increased by 1, from 11 to 12. The percentage rose from 4.23% to 5.02%, with a goal of 6.2%.

The number of full-time African American faculty at UT Memphis declined from 29 to 28, but due to a decrease in the total number of faculty, the percentage rose from 4.56% to 4.63%. The 2000-01 goal stands at 5.6%.

The number of African American faculty at the Institute of Agriculture rose considerably, from 4 to 8. The percentage also jumped, from 1.52% to 2.95%. The 2000-01 goal is at 6.9%.

Professionals

At UTC, the number of African American professionals decreased from 9 to 8, while the percentage of African American professionals dropped from 10.84% to 10.67%. Nevertheless, Chattanooga continues well ahead of its 2000-01 goal of 8.7%.

At UT Knoxville, the number of African American professionals rose from 29 to 34, and the percentage of African American professionals increased, going from 5.53% to 6.65%.

The number of African American professionals at UTM dropped from 13 to 12, while the percentage also fell, from 20.97% to 19.05%. UTM continues to surpass its objective of 8.2%.

At UT Memphis, the number and percent of full-time African American professionals increased from 117 to 136. The percentage of African American professionals stands at 21.9%, more than double the 2000-01 goal of 10.4%.

The number of African American professionals at the Institute of Agriculture remained at 30. The percentage of African American professionals increased from 5.06% to 5.14% due to a drop in the total number of professionals at the Institute, from 593 to 584. The Institute of Agriculture continues to surpass its 2000-01 goal of 4.4%. University-wide Administration increased from 12 to 13 African American professionals. The percent of African American professionals rose, from 5.36% to 6.02%. The 2000-01 objective in this area is 7.3%.

Tables 1A, 1B, 1C

Table 1A shows the number and percent of **full-time administrative employees**, broken down by restricted and unrestricted accounts.

Table 1B shows the number and percent of **full-time faculty**.

Table 1C shows the number and percent of **full-time professionals**.

Table 2

Table 2 shows comparisons similar to those in Table 1, but shows **full-time equivalent** enrollment for students, rather than headcount enrollment.

Table 3

Table 3 looks at the enrollment of first-time freshmen. Between 1997 and 1999, the number of first-time African American freshmen at UTC dropped from 283 to 229. The percentage also fell from 24.27% to 20.71%. Martin witnessed a decline in number and percentage, moving from 193 (16.22%) to 149 (15.72%) first-time freshmen. UTK experienced an impressive increase, rising from 232 to 321. The percentage increased as well, moving from 6.11% to 7.89%. Total UT African American first-time freshman enrollment stands at 699, with a percentage of 11.42%.

Table 4

Table 4 shows the race and gender of UT administrators hired in the last year at the level of department head and above.

Table 5

This table shows how many of the campuses and units have reached or exceeded their enrollment goals. It shows that UT has reached its goals in the following areas: Undergraduate enrollment at UTC, and Graduate enrollment at UTC, UTK, and UT Memphis; the College of Law; the College of Medicine; and the College of Pharmacy.

Table 6

Table 6 indicates the progress in achieving administrative goals. UTC and UT Memphis have surpassed their goals.

Table 7

Table 7 indicates progress in meeting goals for faculty and shows that UTC and UTK have exceeded their goals.

Table 8

Table 8 shows progress in meeting professional employment goals. UTC, UTM, UT Memphis, and the Institute of Agriculture have exceeded their 2000-01 goals.

Table 9

Table 9 shows the percentage of African American graduates at Tennessee's public institutions. At UTC, the percentage of total African American graduates continues to move upward, going from 9.71% in 1996-1997 to 10.88% in 1998-1999. At Knoxville, it rose from 4.58% to 4.96% during the same time period. At Martin, it fell from 13.23% to 13.02%.

Table 10

Table 10 compares the graduation rates for African Americans and non-African Americans at Tennessee's public institutions. After six years, 46.6% of African American students graduated from UT Knoxville. This compares to a total graduation rate at UTK of 60.5%. The graduation rate for UTC is 32.4% for African Americans, compared to 45.7% for total. At UTM, the African American graduation rate is 38.8%, and the total graduation rate is 44.2%.

Table 11

This table compares the retention rates of African Americans and whites. It shows that after one year in college, the retention rate for African Americans at UTC is higher than for whites; at UTK and UTM, the retention rates for whites are higher than for African Americans.

Table 12

This table looks at progression rates for African Americans and whites. At UTC, UTK and UTM, white student progression rates are higher than for African Americans.

Table 13

Table 13 examines the retention rates of African Americans and whites over two years. This table shows that at all three UT undergraduate campuses, the retention rates for African American students are higher than for whites.

Table 14

This table shows the progression rates for the same group of students. It shows that, after three years, white students at UTK, UTM and UTC progress to junior status faster than their African American classmates.

Table 15

Table 15 looks at the retention rates after three years. This table indicates that after three years, African Americans at UTC progress more quickly than whites; at UTK and UTM, the opposite is true.

Table 16

This table looks at the progression rates to the senior year. At UTC, UTK, and UTM, white students progress more quickly than African Americans.

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TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

STUDENTS AND EMPLOYEES		FALL 1997					FALL 1998					FALL 1999					Objective 2000-01
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	% Other Race
TBR UNIVERSITIES																	
APSU	Undergraduates	7,201	1,272	5,067	862	17.66%	6,974	1,322	4,801	851	18.96%	6,985	1,253	4,744	988	17.94%	19.08
	Graduates	602	59	512	31	9.80%	534	43	466	25	8.05%	455	56	374	25	12.31%	8.57
	Total	7,803	1,331	5,579	893	17.06%	7,508	1,365	5,267	876	18.18%	7,440	1,309	5,118	1,013	17.59%	
	Administrators	27	6	21	0	22.22%	28	6	22	0	21.43%	30	7	23	0	23.33%	10.30
	Faculty	278	18	242	18	6.47%	274	18	239	17	6.57%	275	21	236	18	7.64%	4.40
	Professionals	94	13	80	1	13.83%	104	18	83	3	17.31%	103	19	82	2	18.45%	9.60
ETSU	Undergraduates	9,276	439	8,496	341	4.73%	9,623	440	8,813	370	4.57%	9,403	426	8,610	367	4.53%	4.02
	Graduates	2,071	54	1,914	103	2.61%	1,863	61	1,671	131	3.27%	1,784	89	1,575	120	4.99%	1.82
	Total	11,347	493	10,410	444	4.34%	11,486	501	10,484	501	4.36%	11,187	515	10,185	487	4.60%	
	Administrators	57	2	55	0	3.51%	58	2	56	0	3.45%	56	2	54	0	3.57%	7.80
	Faculty	491	16	461	14	3.26%	492	15	460	17	3.05%	485	15	450	20	3.09%	3.90
	Professionals	159	11	147	1	6.92%	172	14	156	2	8.14%	182	12	166	4	6.59%	7.20
ETSU MED.	Medicine	249	24	208	17	9.64%	244	21	204	19	8.61%	236	23	192	21	9.75%	8.81
	Administrators	7	2	5	0	28.57%	7	2	5	0	28.57%	5	2	3	0	40.00%	7.80
	Faculty	112	4	94	14	3.57%	106	4	88	14	3.77%	104	5	84	15	4.81%	3.90
	Professionals	59	0	59	0	0.00%	62	1	61	0	1.61%	67	2	64	1	2.99%	7.20

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS AND EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objective 2000-01
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	% Other Race
MTSU	Undergraduates	16,318	1,723	14,015	580	10.56%	16,430	1,778	14,065	587	10.82%	17,037	1,898	14,479	660	11.14%	12.87
	Graduates	2,048	163	1,759	126	7.96%	2,002	159	1,727	116	7.94%	1,956	157	1,670	129	8.03%	6.69
	Total	18,366	1,886	15,774	706	10.27%	18,432	1,937	15,792	703	10.51%	18,993	2,055	16,149	789	10.82%	
	Administrators	64	12	52	0	18.75%	61	11	50	0	18.03%	63	12	51	0	19.05%	8.00
	Faculty	704	44	626	34	6.25%	734	54	644	36	7.36%	752	56	657	39	7.45%	6.70
	Professionals	212	33	175	4	15.57%	228	30	194	4	13.16%	245	34	206	5	13.88%	10.60
TSU*	Undergraduates	6,929	5,477	1,304	148	79.04%	7,021	5,729	1,155	137	81.60%	7,277	6,034	1,121	122	82.92%	50.00
	Graduates	1,696	662	884	150	39.03%	1,729	740	861	128	42.80%	1,559	713	724	122	45.73%	14.73
	Total	8,625	6,139	2,188	298	71.18%	8,750	6,469	2,016	265	73.93%	8,836	6,747	1,845	244	76.36%	
	Administrators	48	28	20	0	58.33%	49	30	18	1	61.22%	48	29	18	1	60.42%	50.00
	Faculty	343	159	151	33	46.36%	357	159	163	35	44.54%	348	155	157	36	44.54%	51.00
	Professionals	161	111	47	3	68.94%	172	127	42	3	73.84%	173	125	43	5	72.25%	39.00
TTU	Undergraduates	7,143	215	6,737	191	3.01%	6,903	231	6,504	168	3.35%	7,043	239	6,626	178	3.39%	6.58
	Graduates	1,119	19	979	121	1.70%	1,312	21	1,143	148	1.60%	1,541	24	1,355	162	1.56%	3.79
	Total	8,262	234	7,716	312	2.83%	8,215	252	7,647	316	3.07%	8,584	263	7,981	340	3.06%	
	Administrators	54	3	50	1	5.56%	55	3	51	1	5.45%	54	3	50	1	5.56%	7.00
	Faculty	337	12	298	27	3.56%	340	13	298	29	3.82%	351	13	307	31	3.70%	2.80
	Professionals	134	9	121	4	6.72%	143	9	130	4	6.29%	137	9	125	3	6.57%	7.20

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS AND EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objective 2000-01 % Other Race
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	
UM	Undergraduates	14,777	4,354	9,801	622	29.46%	15,143	4,704	9,788	651	31.06%	15,428	5,064	9,649	715	32.82%	39.18
	Graduates	4,565	753	3,321	491	16.50%	4,495	823	3,145	527	18.31%	4,434	864	3,000	570	19.49%	14.83
	Law	509	50	448	11	9.82%	462	50	399	13	10.82%	439	46	379	14	10.48%	9.21
	Total	19,851	5,157	13,570	1,124	25.98%	20,100	5,577	13,332	1,191	27.75%	20,301	5,974	13,028	1,299	29.43%	
	Administrators	103	12	88	3	11.65%	112	14	95	3	12.50%	108	11	94	3	10.19%	7.20
	Faculty	709	43	600	66	6.06%	718	43	602	73	5.99%	741	52	614	75	7.02%	5.20
	Professionals	357	52	291	14	14.57%	373	57	304	12	15.28%	433	67	347	19	15.47%	16.04
TOTAL TBR UNIV. (WITH TSU)	Undergraduates	61,644	13,480	45,420	2,744	21.87%	62,094	14,204	45,126	2,764	22.87%	63,173	14,914	45,229	3,030	23.61%	
	Graduates	12,101	1,710	9,369	1,022	14.13%	11,935	1,847	9,013	1,075	15.48%	11,729	1,903	8,698	1,128	16.22%	
	Law	509	50	448	11	9.82%	462	50	399	13	10.82%	439	46	379	14	10.48%	
	Medicine	249	24	208	17	9.64%	244	21	204	19	8.61%	236	23	192	21	9.75%	
	Total	74,503	15,264	55,445	3,794	20.49%	74,735	16,122	54,742	3,871	21.57%	75,577	16,886	54,498	4,193	22.34%	
	Administrators	360	65	291	4	18.06%	370	68	297	5	18.38%	364	66	293	5	18.13%	
	Faculty	2,974	296	2,472	206	9.95%	3,021	306	2,494	221	10.13%	3,056	317	2,505	234	10.37%	
	Professionals	1,176	229	920	27	19.47%	1,254	256	970	28	20.41%	1,340	268	1,033	39	20.00%	
TOTAL TBR UNIV. (W/O TSU)	Undergraduates	54,715	8,003	44,116	2,596	14.63%	55,073	8,475	43,971	2,627	15.39%	55,896	8,880	44,108	2,908	15.89%	
	Graduates	10,405	1,048	8,485	872	10.07%	10,206	1,107	8,152	947	10.85%	10,170	1,190	7,974	1,006	11.70%	
	Law	509	50	448	11	9.82%	462	50	399	13	10.82%	439	46	379	14	10.48%	
	Medicine	249	24	208	17	9.64%	244	21	204	19	8.61%	236	23	192	21	9.75%	
	Total	65,878	9,125	53,257	3,496	13.85%	65,985	9,653	52,726	3,606	14.63%	66,741	10,139	52,653	3,949	15.19%	
	Administrators	312	37	271	4	11.86%	321	38	279	4	11.84%	316	37	275	4	11.71%	
	Faculty	2,631	137	2,321	173	5.21%	2,664	147	2,331	186	5.52%	2,708	162	2,348	198	5.98%	
	Professionals	1,015	118	873	24	11.63%	1,082	129	928	25	11.92%	1,167	143	990	34	12.25%	

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS AND EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objective 2000-01 % Other Race
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	

TBR COMMUNITY COLLEGES

CSTCC	Undergraduates	8,434	1,153	7,073	208	13.67%	8,359	1,185	6,925	249	14.18%	8,162	1,223	6,647	292	14.98%	15.59
	Administrators	15	3	10	2	20.00%	12	2	9	1	16.67%	16	3	13	0	18.75%	10.80
	Faculty	162	14	146	2	8.64%	168	16	150	2	9.52%	170	14	154	2	8.24%	10.96
	Professionals	78	9	69	0	11.54%	85	11	73	1	12.94%	79	12	66	1	15.19%	10.10
CLSCC	Undergraduates	3,484	160	3,221	103	4.59%	3,330	129	3,087	114	3.87%	3,260	142	2,978	140	4.36%	5.71
	Administrators	4	0	4	0	0.00%	4	0	4	0	0.00%	4	0	4	0	0.00%	5.80
	Faculty	80	4	72	4	5.00%	79	4	72	3	5.06%	77	4	70	3	5.19%	8.00
	Professionals	37	4	33	0	10.81%	36	4	32	0	11.11%	35	3	32	0	8.57%	8.10
COSCC	Undergraduates	4,165	303	3,687	175	7.27%	4,366	307	3,889	170	7.03%	4,299	315	3,790	194	7.33%	9.41
	Administrators	6	2	4	0	33.33%	5	1	4	0	20.00%	6	1	5	0	16.67%	10.00
	Faculty	98	6	91	1	6.12%	102	8	92	2	7.84%	100	9	90	1	9.00%	8.10
	Professionals	30	4	25	1	13.33%	32	4	26	2	12.50%	34	4	27	3	11.76%	10.30
DSCC	Undergraduates	2,349	350	1,960	39	14.90%	2,265	320	1,908	37	14.13%	2,153	308	1,810	35	14.31%	17.03
	Administrators	10	1	9	0	10.00%	11	1	10	0	9.09%	11	0	11	0	0.00%	12.00
	Faculty	50	3	46	1	6.00%	49	3	45	1	6.12%	48	4	43	1	8.33%	10.20
	Professionals	18	2	16	0	11.11%	19	2	17	0	10.53%	19	2	17	0	10.53%	11.40

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS AND EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objective 2000-01
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	% Other Race
JSCC	Undergraduates	3,633	607	2,979	47	16.71%	3,628	615	2,956	57	16.95%	3,869	693	3,108	68	17.91%	21.06
	Administrators	12	2	10	0	16.67%	13	2	11	0	15.38%	13	4	9	0	30.77%	9.80
	Faculty	95	9	86	0	9.47%	101	10	91	0	9.90%	100	9	91	0	9.00%	8.50
	Professionals	19	4	15	0	21.05%	22	5	17	0	22.73%	23	5	18	0	21.74%	11.00
MSCC	Undergraduates	3,389	191	3,133	65	5.64%	3,365	214	3,072	79	6.36%	3,388	213	3,100	75	6.29%	5.61
	Administrators	23	2	21	0	8.70%	22	2	20	0	9.09%	21	2	19	0	9.52%	8.20
	Faculty	78	7	71	0	8.97%	82	7	75	0	8.54%	86	6	80	0	6.98%	8.00
	Professionals	13	1	12	0	7.69%	13	1	12	0	7.69%	16	1	15	0	6.25%	10.40
RSCC	Undergraduates	5,587	136	5,373	78	2.43%	5,366	142	5,126	98	2.65%	5,363	129	5,125	109	2.41%	2.79
	Administrators	11	2	9	0	18.18%	6	1	5	0	16.67%	6	1	5	0	16.67%	4.20
	Faculty	141	7	131	3	4.96%	137	7	126	4	5.11%	132	7	121	4	5.30%	4.40
	Professionals	46	4	41	1	8.70%	53	6	46	1	11.32%	52	5	46	1	9.62%	4.50
SSCC*	Undergraduates	5,058	3,403	1,554	101	67.28%	4,542	3,216	1,237	89	70.81%	4,406	3,178	1,144	84	72.13%	54.27
	Administrators	23	12	11	0	52.17%	16	8	8	0	50.00%	20	10	10	0	50.00%	56.40
	Faculty	130	40	83	7	30.77%	115	34	75	6	29.57%	109	33	70	6	30.28%	65.10
	Professionals	40	27	12	1	67.50%	40	27	12	1	67.50%	40	27	12	1	67.50%	58.50
VSCC	Undergraduates	6,835	551	6,019	265	8.06%	6,718	543	5,873	302	8.08%	6,655	533	5,810	312	8.01%	11.30
	Administrators	8	2	6	0	25.00%	8	2	6	0	25.00%	7	2	5	0	28.57%	8.10
	Faculty	125	15	108	2	12.00%	130	14	113	3	10.77%	129	15	110	4	11.63%	12.00
	Professionals	51	6	45	0	11.76%	57	8	49	0	14.04%	59	9	50	0	15.25%	8.00
WSCC	Undergraduates	6,185	229	5,889	67	3.70%	5,900	196	5,622	82	3.32%	5,607	163	5,351	93	2.91%	3.08
	Administrators	9	1	8	0	11.11%	9	1	8	0	11.11%	9	1	8	0	11.11%	6.00
	Faculty	116	8	105	3	6.90%	124	9	113	2	7.26%	123	10	111	2	8.13%	10.10
	Professionals	54	6	47	1	11.11%	60	6	54	0	10.00%	59	6	53	0	10.17%	9.70
TOTAL TBR	Undergraduates	49,119	7,083	40,888	1,148	14.42%	47,839	6,867	39,695	1,277	14.35%	47,162	6,897	38,863	1,402	14.62%	

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS AND EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objective 2000-01 % Other Race
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	
COMMUNITY COLLEGES (WITH SSCC)	Administrators	121	27	92	2	22.31%	106	20	85	1	18.87%	113	24	89	0	21.24%	
	Faculty	1,075	113	939	23	10.51%	1,087	112	952	23	10.30%	1,074	111	940	23	10.34%	
	Professionals	386	67	315	4	17.36%	417	74	338	5	17.75%	416	74	336	6	17.79%	
TOTAL TBR COMMUNITY COLLEGES (W/O SSCC)	Undergraduates	44,061	3,680	39,334	1,047	8.35%	43,297	3,651	38,458	1,188	8.43%	42,756	3,719	37,719	1,318	8.70%	
	Administrators	98	15	81	2	15.31%	90	12	77	1	13.33%	93	14	79	0	15.05%	
	Faculty	945	73	856	16	7.72%	972	78	877	17	8.02%	965	78	870	17	8.08%	
	Professionals	346	40	303	3	11.56%	377	47	326	4	12.47%	376	47	324	5	12.50%	
TBR SYSTEM STAFF	Administrators	15	2	13	0	13.33%	16	3	13	0	18.75%	17	4	13	0	23.53%	8.57
	Professionals	33	5	26	2	15.15%	35	5	27	3	14.29%	37	4	30	3	10.81%	11.92

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

STUDENTS AND EMPLOYEES		FALL 1997					FALL 1998					FALL 1999					Objective 2000-01 % Other Race
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	
UNIVERSITY OF TENNESSEE																	
UTC	Undergraduates	7,240	1,097	5,849	294	15.15%	7,323	1,188	5,832	303	16.22%	7,216	1,193	5,684	339	16.53%	15.71
	Graduates	1,288	119	1,073	96	9.24%	1,359	110	1,156	93	8.09%	1,388	131	1,162	95	9.44%	6.64
	Total	8,528	1,216	6,922	390	14.26%	8,682	1,298	6,988	396	14.95%	8,604	1,324	6,846	434	15.39%	
	Administrators	119	13	102	4	10.92%	123	15	105	3	12.20%	115	12	100	3	10.43%	8.60
	Faculty	308	17	278	13	5.52%	315	16	287	12	5.08%	327	15	300	12	4.59%	4.30
	Professionals	75	10	62	3	13.33%	83	9	70	4	10.84%	75	8	62	5	10.67%	8.70
UTK**	Undergraduates	19,073	972	17,197	904	5.10%	19,694	1,087	17,708	899	5.52%	20,259	1,196	18,161	902	5.90%	11.03
	Graduates	5,604	279	4,849	476	4.98%	5,630	294	4,820	516	5.22%	5,458	289	4,603	566	5.29%	4.66
	Law	485	40	436	9	8.25%	483	43	431	9	8.90%	472	46	414	12	9.75%	7.60
	Vet. Medicine	247	4	229	14	1.62%	250	3	235	12	1.20%	255	2	241	12	0.78%	8.15
	Total	25,409	1,295	22,711	1,403	5.10%	26,057	1,427	23,194	1,436	5.48%	26,444	1,533	23,419	1,492	5.80%	
	Administrators	326	23	300	3	7.06%	335	27	305	3	8.06%	350	33	315	2	9.43%	10.00
	Faculty	1,149	40	1,027	82	3.48%	1,132	37	1,009	86	3.27%	1,085	36	968	81	3.32%	2.70
	Professionals	505	30	439	36	5.94%	524	29	470	25	5.53%	511	34	453	24	6.65%	7.80
UTM	Undergraduates	5,601	777	4,693	131	13.87%	5,491	778	4,578	135	14.17%	5,385	722	4,507	156	13.41%	18.34
	Graduates	396	40	350	6	10.10%	346	31	304	11	8.96%	356	26	306	24	7.30%	8.56
	Total	5,997	817	5,043	137	13.62%	5,837	809	4,882	146	13.86%	5,741	748	4,813	180	13.03%	
	Administrators	63	2	61	0	3.17%	68	2	66	0	2.94%	52	2	50	0	3.85%	12.20
	Faculty	264	11	242	11	4.17%	260	11	237	12	4.23%	239	12	214	13	5.02%	6.20
	Professionals	65	13	52	0	20.00%	62	13	48	1	20.97%	63	12	50	1	19.05%	8.20

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
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AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS AND EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objective 2000-01 % Other Race
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	
UTMHSC	Undergraduates	305	32	255	18	10.49%	306	19	265	22	6.21%	244	22	209	13	9.02%	17.87
	Graduates	381	44	254	83	11.55%	445	44	300	101	9.89%	501	49	336	116	9.78%	9.04
	Dentistry	305	16	269	20	5.25%	305	19	261	25	6.23%	308	26	254	28	8.44%	8.54
	Medicine	685	81	536	68	11.82%	686	101	513	72	14.72%	674	97	502	75	14.39%	8.83
	Pharmacy	374	43	312	19	11.50%	393	54	321	18	13.74%	388	59	309	20	15.21%	9.71
	Total	2,050	216	1,626	208	10.54%	2,135	237	1,660	238	11.10%	2,115	253	1,610	252	11.96%	
	Administrators	87	8	78	1	9.20%	92	11	80	1	11.96%	104	15	88	1	14.42%	9.70
	Faculty	632	31	552	49	4.91%	636	29	558	49	4.56%	605	28	528	49	4.63%	5.60
	Professionals	573	122	406	45	21.29%	564	117	403	44	20.74%	621	136	434	51	21.90%	10.40
UTMCK	Administrators	117	3	112	2	2.56%	106	1	103	2	0.94%	19	1	16	2	5.26%	6.40
	Faculty	182	5	152	25	2.75%	180	5	151	24	2.78%	166	5	139	22	3.01%	5.10
	Professionals	1,248	27	1,185	36	2.16%	1,176	27	1,123	26	2.30%	231	8	207	16	3.46%	5.70
INSTIT. OF AGRIC.	Administrators	46	1	45	0	2.17%	45	0	45	0	0.00%	41	0	41	0	0.00%	3.60
	Faculty	258	4	246	8	1.55%	263	4	251	8	1.52%	271	8	253	10	2.95%	6.90
	Professionals	582	31	547	4	5.33%	593	30	556	7	5.06%	584	30	546	8	5.14%	4.40
UT-WIDE ADMIN.	Administrators	93	3	90	0	3.23%	86	4	82	0	4.65%	83	4	79	0	4.82%	8.10
	Professionals	217	12	203	2	5.53%	224	12	210	2	5.36%	216	13	202	1	6.02%	7.30

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS AND EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objective 2000-01 % Other Race
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	
TOTAL UT	Undergraduates	32,219	2,878	27,994	1,347	8.93%	32,814	3,072	28,383	1,359	9.36%	33,104	3,133	28,561	1,410	9.46%	
	Graduates	7,669	482	6,526	661	6.29%	7,780	479	6,580	721	6.16%	7,703	495	6,407	801	6.43%	
	Law	485	40	436	9	8.25%	483	43	431	9	8.90%	472	46	414	12	9.75%	
	Dentistry	305	16	269	20	5.25%	305	19	261	25	6.23%	308	26	254	28	8.44%	
	Medicine	685	81	536	68	11.82%	686	101	513	72	14.72%	674	97	502	75	14.39%	
	Pharmacy	374	43	312	19	11.50%	393	54	321	18	13.74%	388	59	309	20	15.21%	
	Vet. Medicine	247	4	229	14	1.62%	250	3	235	12	1.20%	255	2	241	12	0.78%	
	Total	41,984	3,544	36,302	2,138	8.44%	42,711	3,771	36,724	2,216	8.83%	42,904	3,858	36,688	2,358	8.99%	
	Administrators	851	53	788	10	6.23%	855	60	786	9	7.02%	764	67	689	8	8.77%	
	Faculty	2,793	108	2,497	188	3.87%	2,786	102	2,493	191	3.66%	2,693	104	2,402	187	3.86%	
	Professionals	3,265	245	2,894	126	7.50%	3,226	237	2,880	109	7.35%	2,301	241	1,954	106	10.47%	
THEC STAFF	Administrators	5	1	4	0	20.00%	4	1	3	0	25.00%	4	1	3	0	25.00%	9.00
	Professionals	21	5	16	0	23.81%	26	7	19	0	26.92%	26	7	19	0	26.92%	9.00
GRAND TOTAL (WITH TSU & SSCC)	Undergraduates	142,982	23,441	114,302	5,239	16.39%	142,747	24,143	113,204	5,400	16.91%	143,439	24,944	112,653	5,842	17.39%	
	Graduates	19,770	2,192	15,895	1,683	11.09%	19,715	2,326	15,593	1,796	11.80%	19,432	2,398	15,105	1,929	12.34%	
	Law	994	90	884	20	9.05%	945	93	830	22	9.84%	911	92	793	26	10.10%	
	Dentistry	305	16	269	20	5.25%	305	19	261	25	6.23%	308	26	254	28	8.44%	
	Medicine	934	105	744	85	11.24%	930	122	717	91	13.12%	910	120	694	96	13.19%	
	Pharmacy	374	43	312	19	11.50%	393	54	321	18	13.74%	388	59	309	20	15.21%	
	Vet. Medicine	247	4	229	14	1.62%	250	3	235	12	1.20%	255	2	241	12	0.78%	
	Total	165,606	25,891	132,635	7,080	15.63%	165,285	26,760	131,161	7,364	16.19%	165,643	27,641	130,049	7,953	16.69%	
	Administrators	1,352	148	1,188	16	10.95%	1,351	152	1,184	15	11.25%	1,262	162	1,087	13	12.84%	
	Faculty	6,842	517	5,908	417	7.56%	6,894	520	5,939	435	7.54%	6,823	532	5,847	444	7.80%	
	Professionals	4,881	551	4,171	159	11.29%	4,958	579	4,234	145	11.68%	4,120	594	3,372	154	14.42%	

TABLE 1

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT AND EMPLOYMENT
IN TENNESSEE PUBLIC INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS AND EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objective 2000-01 % Other Race
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	
GRAND TOTAL (W/O TSU & SSCC)	Undergraduates	130,995	14,561	111,444	4,990	11.12%	131,184	15,198	110,812	5,174	11.59%	131,756	15,732	110,388	5,636	11.94%	
	Graduates	18,074	1,530	15,011	1,533	8.47%	17,986	1,586	14,732	1,668	8.82%	17,873	1,685	14,381	1,807	9.43%	
	Law	994	90	884	20	9.05%	945	93	830	22	9.84%	911	92	793	26	10.10%	
	Dentistry	305	16	269	20	5.25%	305	19	261	25	6.23%	308	26	254	28	8.44%	
	Medicine	934	105	744	85	11.24%	930	122	717	91	13.12%	910	120	694	96	13.19%	
	Pharmacy	374	43	312	19	11.50%	393	54	321	18	13.74%	388	59	309	20	15.21%	
	Vet. Medicine	247	4	229	14	1.62%	250	3	235	12	1.20%	255	2	241	12	0.78%	
	Total	151,923	16,349	128,893	6,681	10.76%	151,993	17,075	127,908	7,010	11.23%	152,401	17,716	127,060	7,625	11.62%	
	Administrators	1,281	108	1,157	16	8.43%	1,286	114	1,158	14	8.86%	1,194	123	1,059	12	10.30%	
	Faculty	6,369	318	5,674	377	4.99%	6,422	327	5,701	394	5.09%	6,366	344	5,620	402	5.40%	
	Professionals	4,680	413	4,112	155	8.82%	4,746	425	4,180	141	8.95%	3,907	442	3,317	148	11.31%	

NOTE: Employment data for TBR institutions are based upon October revised budgets. UT data as of October 1 in each year.

Unrestricted full-time employment data have been included.

NOTE: Effective July 29, 1999, UT transferred its Knoxville Medical Center to a private, non-profit corporation, University Health Systems (UHS). UHS directs and controls all employees.

Effective on the transfer date, all Medical Center employees are hired by UHS and are employees of the private corporation.

* Undergraduate enrollment and employment goals for TSU and SSCC are expressed as "other race-white". Graduate goals for TSU are expressed as the percent of black.

** Includes UTSI

*** Unrestricted funds for TBR "excludes auxiliary personnel."

TABLE 1A
FULL TIME RESTRICTED AND UNRESTRICTED
ADMINISTRATORS
OCTOBER 1999

INSTITUTION	UNRESTRICTED ADMINISTRATIVE				RESTRICTED ADMINISTRATIVE				TOTAL ADMINISTRATIVE			
	Black	White	Other	%Black	Black	White	Other	%Black	Black	White	Other	%Black
APSU	7	23	0	23.3%	0	0	0	-	7	23	0	23.3%
ETSU	2	54	0	3.6%	0	0	0	-	2	54	0	3.6%
ETSU-MED	2	3	0	40.0%	0	1	0	0.0%	2	4	0	33.3%
MTSU	12	51	0	19.0%	0	0	0	-	12	51	0	19.0%
TSU*	29	18	1	60.4%	4	1	0	80.0%	33	19	1	62.3%
TTU	3	50	1	5.6%	0	2	0	0.0%	3	52	1	5.4%
UM	11	94	3	10.2%	0	3	0	0.0%	11	97	3	9.9%
TOTAL	55	199	2	21.5%	4	4	0	50.0%	59	203	2	22.3%
TOT W/O TSU	26	181	1	12.5%	0	3	0	0.0%	26	184	1	12.3%
CSTCC	3	13	0	18.8%	0	0	0	-	3	13	0	18.8%
CLSCC	0	4	0	0.0%	0	0	0	-	0	4	0	0.0%
COSCC	1	5	0	16.7%	0	1	0	0.0%	1	6	0	14.3%
DSCC	0	11	0	0.0%	1	0	0	100.0%	1	11	0	8.3%
JSCC	4	9	0	30.8%	1	0	0	100.0%	5	9	0	35.7%
MSCC	2	19	0	9.5%	0	7	0	0.0%	2	26	0	7.1%
RSCC	1	5	0	16.7%	0	0	0	-	1	5	0	16.7%
SSCC*	10	10	0	50.0%	1	1	0	50.0%	11	11	0	50.0%
VSCC	2	5	0	28.6%	0	0	0	-	2	5	0	28.6%
WSCC	1	8	0	11.1%	0	1	0	0.0%	1	9	0	10.0%
TOTAL	24	89	0	21.2%	3	10	0	23.1%	27	99	0	21.4%
TOT W/O SSCC	14	79	0	15.1%	2	9	0	18.2%	16	88	0	15.4%
TBR SYSTEM	4	13	0	23.5%	0	1	0	0.0%	4	14	0	22.2%
UTC	12	100	3	10.4%	1	6	0	14.3%	13	106	3	10.7%
UTK	33	315	2	9.4%	2	29	3	5.9%	35	344	5	9.1%
UTM	2	50	0	3.8%	0	1	0	0.0%	2	51	0	3.8%
UTMHSC	15	88	1	14.4%	0	1	0	0.0%	15	89	1	14.3%
UTMCK	1	16	2	5.3%	0	1	0	0.0%	1	17	2	5.0%
INST OF AG	0	41	0	0.0%	0	0	0	-	0	41	0	0.0%
UT WIDE	4	79	0	4.8%	0	1	0	0.0%	4	80	0	4.8%
TOTAL	67	689	8	8.8%	3	39	3	6.7%	70	728	11	8.7%
TOTAL ALL	150	990	10	13.0%	10	54	3	14.9%	160	1,044	13	13.1%
TOT W/O TSU & SSCC	111	962	9	10.3%	5	52	3	8.3%	116	1,014	12	10.2%

*Employment goals for TSU and SSCC are expressed as "other race-white".

TABLE 1B

FULL TIME RESTRICTED AND UNRESTRICTED
FACULTY
OCTOBER 1999

INSTITUTION	UNRESTRICTED FACULTY				RESTRICTED FACULTY				TOTAL FACULTY			
	Black	White	Other	%Black	Black	White	Other	%Black	Black	White	Other	%Black
APSU	21	236	18	7.6%	0	2	0	0.0%	21	238	18	7.6%
ETSU	15	450	20	3.1%	0	13	0	0.0%	15	463	20	3.0%
ETSU-MED	5	84	15	4.8%	0	22	9	0.0%	5	106	24	3.7%
MTSU	56	657	39	7.4%	0	6	0	0.0%	56	663	39	7.4%
TSU	155	157	36	44.5%	2	2	2	33.3%	157	159	38	44.4%
TTU	13	307	31	3.7%	0	8	4	0.0%	13	315	35	3.6%
UM	52	614	75	7.0%	1	27	5	3.0%	53	641	80	6.8%
TOTALS	265	1,891	159	11.4%	2	53	15	2.9%	267	1,944	174	11.2%
TOT W/O TSU	110	1,734	123	5.6%	0	51	13	0.0%	110	1,785	136	5.4%
CSTCC	14	154	2	8.2%	1	0	0	100.0%	15	154	2	8.8%
CLSCC	4	70	3	5.2%	0	0	0	-	4	70	3	5.2%
COSCC	9	90	1	9.0%	0	0	0	-	9	90	1	9.0%
DSCC	4	43	1	8.3%	0	3	0	0.0%	4	46	1	7.8%
JSCC	9	91	0	9.0%	0	1	0	0.0%	9	92	0	8.9%
MSCC	6	80	0	7.0%	0	0	0	-	6	80	0	7.0%
RSCC	7	121	4	5.3%	0	1	0	0.0%	7	122	4	5.3%
SSCC	33	70	6	30.3%	0	0	0	-	33	70	6	30.3%
VSCC	15	110	4	11.6%	0	1	0	0.0%	15	111	4	11.5%
WSCC	10	111	2	8.1%	0	1	0	0.0%	10	112	2	8.1%
TOTALS	111	940	23	10.3%	1	7	0	12.5%	112	947	23	10.4%
TOT W/O SSCC	78	870	17	8.1%	1	7	0	12.5%	79	877	17	8.1%
UTC	15	300	12	4.6%	0	0	0	-	15	300	12	4.6%
UTK	36	968	81	3.3%	0	27	10	0.0%	36	995	91	3.2%
UTM	12	214	13	5.0%	0	2	0	0.0%	12	216	13	5.0%
UTMHSC	28	528	49	4.6%	0	2	0	0.0%	28	530	49	4.6%
UTMCK	5	139	22	3.0%	0	3	0	0.0%	5	142	22	3.0%
INST OF AG	8	253	10	3.0%	0	1	0	0.0%	8	254	10	2.9%
TOTAL	104	2,402	187	3.9%	0	35	10	0.0%	104	2,437	197	3.8%
TOTAL ALL	480	5,233	369	7.9%	3	95	25	2.4%	483	5,328	394	7.8%
TOTAL W/O TSU & SSCC	292	5,006	327	5.2%	1	93	23	0.9%	293	5,099	350	5.1%

*Employment goals for TSU and SSCC are expressed as "other race-white".

TABLE 1C
FULL TIME RESTRICTED AND UNRESTRICTED
PROFESSIONALS
OCTOBER 1999

INSTITUTION	UNRESTRICTED PROFESSIONAL				RESTRICTED PROFESSIONAL				TOTAL PROFESSIONAL			
	Black	White	Other	%Black	Black	White	Other	%Black	Black	White	Other	%Black
APSU	19	82	2	18.4%	5	14	1	25.0%	24	96	3	19.5%
ETSU	12	166	4	6.6%	11	71	1	13.3%	23	237	5	8.7%
ETSU-MED	2	64	1	3.0%	0	15	6	0.0%	2	79	7	2.3%
MTSU	34	206	5	13.9%	3	17	1	14.3%	37	223	6	13.9%
TSU*	125	43	5	72.3%	78	39	12	60.5%	203	82	17	67.2%
TTU	9	125	3	6.6%	0	32	2	0.0%	9	157	5	5.3%
UM	67	347	19	15.5%	45	85	8	32.6%	112	432	27	19.6%
TOTALS	201	686	20	22.2%	97	188	23	31.5%	298	874	43	24.5%
TOT W/O TSU	76	643	15	10.4%	19	149	11	10.6%	95	792	26	10.4%
CSTCC	12	66	1	15.2%	0	7	0	0.0%	12	73	1	14.0%
CLSCC	3	32	0	8.6%	1	23	0	4.2%	4	55	0	6.8%
COSCC	4	27	3	11.8%	1	4	0	20.0%	5	31	3	12.8%
DSCC	2	17	0	10.5%	6	24	0	20.0%	8	41	0	16.3%
JSCC	5	18	0	21.7%	3	6	0	33.3%	8	24	0	25.0%
MSCC	1	15	0	6.3%	5	22	0	18.5%	6	37	0	14.0%
RSCC	5	46	1	9.6%	2	30	0	6.3%	7	76	1	8.3%
SSCC*	27	12	1	67.5%	11	2	0	84.6%	38	14	1	71.7%
VSCC	9	50	0	15.3%	0	3	0	0.0%	9	53	0	14.5%
WSCC	6	53	0	10.2%	2	12	0	14.3%	8	65	0	11.0%
TOTALS	74	336	6	17.8%	31	133	0	18.9%	105	469	6	18.1%
TOT W/O SSCC	47	324	5	12.5%	20	131	0	13.2%	67	455	5	12.7%
TBR SYSTEM	4	30	3	10.8%	0	1	0	0.0%	4	31	3	10.5%
UTC	8	62	5	10.7%	1	6	0	14.3%	9	68	5	11.0%
UTK	34	453	24	6.7%	19	214	40	7.0%	53	667	64	6.8%
UTM	12	50	1	19.0%	0	15	1	0.0%	12	65	2	15.2%
UTMHSC	136	434	51	21.9%	58	571	145	7.5%	194	1,005	196	13.9%
UTMCK	8	207	16	3.5%	0	22	7	0.0%	8	229	23	3.1%
INST OF AG	30	546	8	5.1%	0	19	3	0.0%	30	565	11	5.0%
UT WIDE	13	202	1	6.0%	0	4	0	0.0%	13	206	1	5.9%
TOTAL	241	1,954	106	10.5%	78	851	196	6.9%	319	2,805	302	9.3%
TOTAL ALL	520	3,006	135	14.2%	206	1,173	219	12.9%	726	4,179	354	13.8%
TOTAL W/O TSU & SSCC	368	2,951	129	10.7%	117	1,132	207	8.0%	485	4,083	336	9.9%

*Employment goals for TSU and SSCC are expressed as "other race-white".

TABLE 1D

FALL 1997 THROUGH FALL 1999 HEADCOUNT AND EMPLOYMENT IN
NON-STIPULATION INSTITUTIONS
AND ENROLLMENT AND EMPLOYMENT OBJECTIVES

INSTITUTIONS	STUDENTS & EMPLOYEES	FALL 1997					FALL 1998					FALL 1999					Objectives
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	
NSTI	Undergraduates	6,901	1,375	5,036	490	19.92%	7,271	1,494	5,227	550	20.55%	7,402	1,508	5,363	531	20.37%	16.35
	Administrators	14	3	11	0	21.43%	14	3	11	0	21.43%	18	3	14	1	16.67%	8.10
	Faculty	108	10	97	1	9.26%	117	12	103	2	10.26%	120	12	106	2	10.00%	7.90
	Professionals	28	3	25	0	10.71%	37	5	32	0	13.51%	32	4	27	1	12.50%	9.40
NSTCC	Undergraduates	3,800	89	3,661	50	2.34%	3,961	82	3,826	53	2.07%	4,070	90	3,936	44	2.21%	2.18
	Administrators	8	2	6	0	25.00%	11	2	9	0	18.18%	12	2	10	0	16.67%	5.90
	Faculty	83	2	80	1	2.41%	81	2	78	1	2.47%	79	3	75	1	3.80%	2.80
	Professionals	33	1	32	0	3.03%	32	1	30	1	3.13%	28	1	26	1	3.57%	5.00
PSTCC	Undergraduates	8,170	484	7,389	297	5.92%	8,058	522	7,235	301	6.48%	7,902	518	7,042	342	6.56%	6.81
	Administrators	17	2	15	0	11.76%	15	2	13	0	13.33%	17	2	15	0	11.76%	5.60
	Faculty	163	9	149	5	5.52%	167	8	153	6	4.79%	167	6	154	7	3.59%	4.00
	Professionals	52	5	47	0	9.62%	61	7	53	1	11.48%	61	5	54	2	8.20%	6.70
STIM	Undergraduates	9,049	2,851	5,774	424	31.51%	8,835	2,874	5,500	461	32.53%	8,635	2,775	5,332	528	32.14%	40.10
	Administrators	26	4	22	0	15.38%	28	6	22	0	21.43%	28	6	22	0	21.43%	10.30
	Faculty	162	30	129	3	18.52%	162	28	131	3	17.28%	157	28	126	3	17.83%	7.30
	Professionals	61	21	40	0	34.43%	64	21	43	0	32.81%	69	31	38	0	44.93%	28.20
TOTAL NON-STIPULATION INSTITUTIONS	Undergraduates	27,920	4,799	21,860	1,261	17.19%	28,125	4,972	21,788	1,365	17.68%	28,009	4,891	21,673	1,445	17.46%	
	Administrators	65	11	54	0	16.92%	68	13	55	0	19.12%	75	13	61	1	17.33%	
	Faculty	516	51	455	10	9.88%	527	50	465	12	9.49%	523	49	461	13	9.37%	
	Professionals	174	30	144	0	17.24%	194	34	158	2	17.53%	190	41	145	4	21.58%	

NOTE: Employment data for TBR institutions are based upon October revised budgets. UT data as of October 1 in each year. Unrestricted full-time employment data have been included.

TABLE 1E

FULL TIME RESTRICTED AND UNRESTRICTED
ADMINISTRATORS, FACULTY, AND PROFESSIONALS
NON-STIPULATION INSTITUTIONS
OCTOBER 1999

INST'N	UNRESTRICTED				RESTRICTED				TOTAL			
	Black	White	Other	%Black	Black	White	Other	%Black	Black	White	Other	%Black
ADMINISTRATORS												
NSTI	3	14	1	16.7%	0	0	0	-	3	14	1	16.7%
NSTCC	2	10	0	16.7%	0	0	0	-	2	10	0	16.7%
PSTCC	2	15	0	11.8%	0	0	0	-	2	15	0	11.8%
STIM	6	22	0	21.4%	1	0	0	100.0%	7	22	0	24.1%
TOTALS	13	61	1	17.3%	1	0	0	100.0%	14	61	1	18.4%
FACULTY												
NSTI	12	106	2	10.0%	0	6	0	0.0%	12	112	2	9.5%
NSTCC	3	75	1	3.8%	0	0	0	-	3	75	1	3.8%
PSTCC	6	154	7	3.6%	0	0	0	-	6	154	7	3.6%
STIM	28	126	3	17.8%	0	0	0	-	28	126	3	17.8%
TOTALS	49	461	13	9.4%	0	6	0	0.0%	49	467	13	9.3%
PROFESSIONALS												
NSTI	4	27	1	12.5%	0	3	0	0.0%	4	30	1	11.4%
NSTCC	1	26	1	3.6%	1	3	0	25.0%	2	29	1	6.3%
PSTCC	5	54	2	8.2%	1	11	0	8.3%	6	65	2	8.2%
STIM	31	38	0	44.9%	29	6	1	80.6%	60	44	1	57.1%
TOTALS	41	145	4	21.6%	31	23	1	56.4%	72	168	5	29.4%

TABLE 2

FALL 1997 THROUGH FALL 1999 FULL-TIME EQUATED ENROLLMENT
IN TENNESSEE PUBLIC INSTITUTIONS

		FALL 1997					FALL 1998					FALL 1999				
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black
INSTITUTIONS		STUDENT LEVEL														
TBR UNIVERSITIES																
APSU	Undergraduates	5,635.6	900.0	4,144.8	590.8	15.97%	5,486.3	926.67	3,947.80	611.87	16.89%	5,443.7	909.00	3,849.20	685.53	16.70%
	Graduates	332.2	37.1	279.3	15.8	11.16%	329.7	27.75	285.08	16.83	8.42%	277.3	37.33	219.75	20.25	13.46%
	Total	5,967.8	937.1	4,424.1	606.6	15.70%	5,816.0	954.42	4,232.88	628.70	16.41%	5,721.1	946.33	4,068.95	705.78	16.54%
ETSU	Undergraduates	8,196.1	391.1	7,494.8	310.1	4.77%	8,484.8	386.33	7,765.07	333.40	4.55%	8,332.1	384.73	7,622.07	325.33	4.62%
	Graduates	1,107.1	33.3	995.4	78.3	3.01%	1,064.2	38.42	933.75	92.00	3.61%	1,069.5	59.92	923.25	86.33	5.60%
	Medicine	246.0	24.0	205.5	16.5	9.76%	249.1	23.42	206.00	19.67	9.40%	236.0	23.00	192.00	21.00	9.75%
	Total	9,549.1	448.5	8,695.7	405.0	4.70%	9,798.1	448.17	8,904.82	445.07	4.57%	9,637.6	467.65	8,737.32	432.66	4.85%
MTSU	Undergraduates	14,411.7	1,565.5	12,325.5	520.7	10.86%	14,646.1	1,628.20	12,492.80	525.13	11.12%	15,176.1	1,714.27	12,875.60	586.20	11.30%
	Graduates	1,043.6	86.0	871.0	86.6	8.24%	1,009.3	88.50	841.17	79.58	8.77%	997.3	83.67	827.75	85.83	8.39%
	Total	15,455.3	1,651.5	13,196.5	607.3	10.69%	15,655.4	1,716.70	13,333.97	604.71	10.97%	16,173.3	1,797.94	13,703.35	672.03	11.12%
TSU	Undergraduates	6,272.5	5,176.7	967.7	128.1	82.53%	6,474.2	5,485.73	871.33	117.13	84.73%	6,778.6	5,821.33	849.67	107.60	85.88%
	Graduates	895.8	384.3	414.3	97.2	42.90%	908.8	434.75	398.25	75.83	47.84%	871.8	434.75	358.50	78.50	49.87%
	Total	7,168.3	5,561.0	1,382.0	225.3	77.58%	7,383.0	5,920.48	1,269.58	192.96	80.19%	7,650.4	6,256.08	1,208.17	186.10	81.78%
TTU	Undergraduates	6,666.1	205.9	6,276.6	183.6	3.09%	6,420.3	218.13	6,035.40	166.73	3.40%	6,521.5	226.40	6,123.53	171.60	3.47%
	Graduates	620.4	14.0	514.8	91.6	2.26%	691.3	15.08	554.08	122.17	2.18%	705.9	13.67	568.42	123.83	1.94%
	Total	7,286.5	219.9	6,791.4	275.2	3.02%	7,111.6	233.21	6,589.48	288.90	3.28%	7,227.5	240.07	6,691.95	295.43	3.32%
UM	Undergraduates	12,146.0	3,519.7	8,079.4	546.9	28.98%	12,520.2	3,851.40	8,111.77	557.00	30.76%	12,719.1	4,150.03	7,944.80	624.27	32.63%
	Graduates	2,718.0	388.7	1,937.3	392.0	14.30%	2,721.5	444.08	1,853.50	423.92	16.32%	2,682.6	441.58	1,777.75	463.25	16.46%
	Law	588.0	53.8	521.2	13.1	9.14%	529.4	52.83	461.50	15.08	9.98%	507.6	47.42	443.67	16.50	9.34%
	Total	15,452.0	3,962.2	10,537.9	952.0	25.64%	15,771.1	4,348.31	10,426.77	996.00	27.57%	15,909.3	4,639.03	10,166.22	1,104.02	29.16%
TOTAL TBR UNIV. (WITH TSU)	Undergraduates	53,328.1	11,759.1	39,288.8	2,280.2	22.05%	54,031.9	12,496.46	39,224.17	2,311.26	23.13%	54,971.2	13,205.76	39,264.87	2,500.53	24.02%
	Graduates	6,717.0	943.3	5,012.2	761.5	14.04%	6,724.7	1,048.58	4,865.83	810.33	15.59%	6,604.3	1,070.92	4,675.42	857.99	16.22%
	Law	588.0	53.8	521.2	13.1	9.14%	529.4	52.83	461.50	15.08	9.98%	507.6	47.42	443.67	16.50	9.34%
	Medicine	246.0	24.0	205.5	16.5	9.76%	249.1	23.42	206.00	19.67	9.40%	236.0	23.00	192.00	21.00	9.75%
	Total	60,879.0	12,780.1	45,027.6	3,071.3	20.99%	61,535.1	13,621.29	44,757.50	3,156.34	22.14%	62,319.1	14,347.10	44,575.96	3,396.02	23.02%
TOTAL TBR UNIV. (W/O TSU)	Undergraduates	47,055.5	6,582.3	38,321.1	2,152.1	13.99%	47,557.7	7,010.73	38,352.84	2,194.13	14.74%	48,192.6	7,384.43	38,415.20	2,392.93	15.32%
	Graduates	5,821.2	559.1	4,597.8	664.3	9.60%	5,815.9	613.83	4,467.58	734.50	10.55%	5,732.6	636.17	4,316.92	779.49	11.10%
	Law	588.0	53.8	521.2	13.1	9.14%	529.4	52.83	461.50	15.08	9.98%	507.6	47.42	443.67	16.50	9.34%
	Medicine	246.0	24.0	205.5	16.5	9.76%	249.1	23.42	206.00	19.67	9.40%	236.0	23.00	192.00	21.00	9.75%
	Total	53,710.8	7,219.2	43,645.6	2,846.0	13.44%	54,152.1	7,700.81	43,487.92	2,963.38	14.22%	54,668.7	8,091.02	43,367.79	3,209.92	14.80%

TABLE 2

FALL 1997 THROUGH FALL 1999 FULL-TIME EQUATED ENROLLMENT
IN TENNESSEE PUBLIC INSTITUTIONS

INSTITUTIONS	STUDENT LEVEL	FALL 1997					FALL 1998					FALL 1999				
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black
TBR COMMUNITY COLLEGES																
CSTCC	Undergraduates	5,227.1	787.5	4,300.1	139.6	15.07%	5,140.3	769.80	4,202.00	168.47	14.98%	5,037.5	754.67	4,092.87	190.00	14.98%
CLSCC	Undergraduates	2,375.7	113.3	2,186.0	76.3	4.77%	2,175.5	92.00	2,006.67	76.87	4.23%	2,158.2	103.40	1,958.80	96.00	4.79%
COSCC	Undergraduates	2,819.7	209.1	2,490.3	120.3	7.41%	2,946.7	205.33	2,632.07	109.27	6.97%	2,905.7	207.20	2,568.20	130.33	7.13%
DSCC	Undergraduates	1,532.8	233.2	1,275.7	23.9	15.21%	1,521.9	227.00	1,272.53	22.40	14.92%	1,435.4	213.93	1,197.20	24.27	14.90%
JSCC	Undergraduates	2,328.3	408.7	1,890.3	29.3	17.56%	2,416.3	421.60	1,961.80	32.93	17.45%	2,547.6	446.27	2,054.07	47.27	17.52%
MSCC	Undergraduates	2,286.9	140.1	2,100.7	46.2	6.12%	2,273.4	152.33	2,075.60	45.47	6.70%	2,220.7	135.13	2,032.60	52.93	6.09%
RSCC	Undergraduates	3,719.7	95.5	3,578.4	45.8	2.57%	3,674.9	94.53	3,523.33	57.07	2.57%	3,797.4	87.27	3,634.87	75.27	2.30%
SSCC	Undergraduates	3,192.5	2,173.7	950.4	68.5	68.09%	2,887.4	2,023.53	805.00	58.87	70.08%	2,805.3	2,020.20	735.60	49.47	72.01%
VSCC	Undergraduates	4,235.6	358.2	3,717.1	160.3	8.46%	4,197.5	354.80	3,668.60	174.13	8.45%	4,106.6	331.67	3,593.07	181.87	8.08%
WSCC	Undergraduates	3,806.8	159.3	3,607.1	40.3	4.19%	3,666.2	134.40	3,474.53	57.27	3.67%	3,594.2	129.47	3,403.93	60.80	3.60%
TOTAL W/SSCC	Undergraduates	31,525.1	4,678.6	26,096.1	750.5	14.84%	30,900.2	4,475.32	25,622.13	802.75	14.48%	30,608.6	4,429.21	25,271.21	908.21	14.47%
TOTAL W/O SSCC	Undergraduates	28,332.6	2,504.9	25,145.7	682.0	8.84%	28,012.8	2,451.79	24,817.13	743.88	8.75%	27,803.4	2,409.01	24,535.61	858.74	8.66%
UNIVERSITY OF TENNESSEE																
UTC	Undergraduates	6,181.1	998.0	4,924.3	258.7	16.15%	6,309.8	1,088.47	4,949.73	271.60	17.25%	6,261.9	1,084.73	4,886.80	290.40	17.32%
	Graduates	635.1	60.1	511.6	63.4	9.46%	730.7	60.50	611.00	59.17	8.28%	756.6	77.83	618.67	60.08	10.29%
	Total	6,816.1	1,058.1	5,435.9	322.2	15.52%	7,040.5	1,148.97	5,560.73	330.77	16.32%	7,018.5	1,162.56	5,505.47	350.48	16.56%
UTK*	Undergraduates	16,944.3	863.4	15,262.3	818.6	5.10%	17,473.1	966.60	15,694.13	812.33	5.53%	18,290.9	1,093.20	16,365.40	832.27	5.98%
	Graduates	3,912.9	217.2	3,341.1	354.7	5.55%	4,048.5	228.33	3,418.25	401.91	5.64%	4,018.8	223.75	3,331.42	463.67	5.57%
	Law	601.3	50.2	540.8	10.3	8.34%	588.4	53.25	525.16	10.00	9.05%	583.7	54.08	513.75	15.83	9.27%
	Vet. Medicine	360.8	5.9	334.3	20.5	1.64%	366.3	4.50	343.75	18.08	1.23%	383.8	3.08	363.17	17.50	0.80%
	Total	21,819.2	1,136.7	19,478.5	1,204.1	5.21%	22,476.3	1,252.68	19,981.29	1,242.32	5.57%	23,277.1	1,374.11	20,573.74	1,329.27	5.90%

TABLE 2

FALL 1997 THROUGH FALL 1999 FULL-TIME EQUATED ENROLLMENT
IN TENNESSEE PUBLIC INSTITUTIONS

INSTITUTIONS	STUDENT LEVEL	FALL 1997					FALL 1998					FALL 1999				
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black
UTM	Undergraduates	5,422.9	774.7	4,511.5	136.7	14.29%	5,326.1	784.53	4,397.33	144.27	14.73%	5,103.1	712.00	4,234.27	156.80	13.95%
	Graduates	183.8	20.7	158.6	4.6	11.24%	153.6	13.33	132.50	7.75	8.68%	175.2	10.75	142.33	22.08	6.14%
	Total	5,606.8	795.4	4,670.1	141.3	14.19%	5,479.7	797.86	4,529.83	152.02	14.56%	5,278.2	722.75	4,376.60	178.88	13.69%
UTMHSC	Undergraduates	243.6	25.6	203.6	14.4	10.51%	243.2	14.80	210.80	17.60	6.09%	194.4	17.60	166.40	10.40	9.05%
	Graduates	342.0	37.0	224.0	81.0	10.82%	399.5	36.00	266.50	97.00	9.01%	462.0	44.50	305.00	112.50	9.63%
	Dentistry	305.0	16.0	269.0	20.0	5.25%	305.0	19.00	261.00	25.00	6.23%	308.0	26.00	254.00	28.00	8.44%
	Medicine	685.0	81.0	536.0	68.0	11.82%	684.5	100.00	512.50	72.00	14.61%	672.5	96.50	501.00	75.00	14.35%
	Pharmacy	373.5	43.0	311.5	19.0	11.51%	392.0	54.00	320.00	18.00	13.78%	386.5	59.00	307.50	20.00	15.27%
	Total	1,949.1	202.6	1,544.1	202.4	10.39%	2,024.2	223.80	1,570.80	229.60	11.06%	2,023.4	243.60	1,533.90	245.90	12.04%
TOTAL UT	Undergraduates	28,791.9	2,661.7	24,901.7	1,228.5	9.24%	29,352.2	2,854.40	25,251.99	1,245.80	9.72%	29,850.3	2,907.53	25,652.87	1,289.87	9.74%
	Graduates	5,073.8	334.9	4,235.2	503.7	6.60%	5,332.2	338.16	4,428.25	565.83	6.34%	5,412.6	356.83	4,397.42	658.33	6.59%
	Law	601.3	50.2	540.8	10.3	8.34%	588.4	53.25	525.16	10.00	9.05%	583.7	54.08	513.75	15.83	9.27%
	Dentistry	305.0	16.0	269.0	20.0	5.25%	305.0	19.00	261.00	25.00	6.23%	308.0	26.00	254.00	28.00	8.44%
	Medicine	685.0	81.0	536.0	68.0	11.82%	684.5	100.00	512.50	72.00	14.61%	672.5	96.50	501.00	75.00	14.35%
	Pharmacy	373.5	43.0	311.5	19.0	11.51%	392.0	54.00	320.00	18.00	13.78%	386.5	59.00	307.50	20.00	15.27%
	Vet. Medicine	360.8	5.9	334.3	20.5	1.64%	366.3	4.50	343.75	18.08	1.23%	383.8	3.08	363.17	17.50	0.80%
	Total	36,191.2	3,192.7	31,128.5	1,870.0	8.82%	37,020.7	3,423.31	31,642.65	1,954.71	9.25%	37,597.3	3,503.02	31,989.71	2,104.53	9.32%
GRAND TOTAL (WITH TSU & SSCC)	Undergraduates	113,645.1	19,099.4	90,286.5	4,259.2	16.81%	114,284.3	19,826.18	90,098.29	4,359.81	17.35%	115,430.1	20,542.50	90,188.95	4,698.61	17.80%
	Graduates	11,790.8	1,278.2	9,247.4	1,265.2	10.84%	12,057.0	1,386.74	9,294.08	1,376.16	11.50%	12,016.9	1,427.75	9,072.84	1,516.32	11.88%
	Law	1,189.3	103.9	1,062.0	23.4	8.74%	1,117.8	106.08	986.66	25.08	9.49%	1,091.3	101.50	957.42	32.33	9.30%
	Dentistry	305.0	16.0	269.0	20.0	5.25%	305.0	19.00	261.00	25.00	6.23%	308.0	26.00	254.00	28.00	8.44%
	Medicine	931.0	105.0	741.5	84.5	11.28%	933.6	123.42	718.50	91.67	13.22%	908.5	119.50	693.00	96.00	13.15%
	Pharmacy	373.5	43.0	311.5	19.0	11.51%	392.0	54.00	320.00	18.00	13.78%	386.5	59.00	307.50	20.00	15.27%
	Vet. Medicine	360.8	5.9	334.3	20.5	1.64%	366.3	4.50	343.75	18.08	1.23%	383.8	3.08	363.17	17.50	0.80%
	Total	128,595.4	20,651.5	102,252.2	5,691.7	16.06%	129,456.0	21,519.92	102,022.28	5,913.80	16.62%	130,525.0	22,279.33	101,836.88	6,408.76	17.07%
GRAND TOTAL (W/O TSU & SSCC)	Undergraduates	104,180.0	11,749.0	88,368.4	4,062.6	11.28%	104,922.7	12,316.92	88,421.96	4,183.81	11.74%	105,846.2	12,700.97	88,603.68	4,541.54	12.00%
	Graduates	10,895.0	894.0	8,833.0	1,168.0	8.21%	11,148.2	951.99	8,895.83	1,300.33	8.54%	11,145.2	993.00	8,714.34	1,437.82	8.91%
	Law	1,189.3	103.9	1,062.0	23.4	8.74%	1,117.8	106.08	986.66	25.08	9.49%	1,091.3	101.50	957.42	32.33	9.30%
	Dentistry	305.0	16.0	269.0	20.0	5.25%	305.0	19.00	261.00	25.00	6.23%	308.0	26.00	254.00	28.00	8.44%
	Medicine	931.0	105.0	741.5	84.5	11.28%	933.6	123.42	718.50	91.67	13.22%	908.5	119.50	693.00	96.00	13.15%
	Pharmacy	373.5	43.0	311.5	19.0	11.51%	392.0	54.00	320.00	18.00	13.78%	386.5	59.00	307.50	20.00	15.27%
	Vet. Medicine	360.8	5.9	334.3	20.5	1.64%	366.3	4.50	343.75	18.08	1.23%	383.8	3.08	363.17	17.50	0.80%
	Total	118,234.6	12,916.8	99,919.8	5,398.0	10.92%	119,185.6	13,575.91	99,947.70	5,661.97	11.39%	120,069.4	14,003.05	99,893.11	6,173.19	11.66%

TABLE 2

FALL 1997 THROUGH FALL 1999 FULL-TIME EQUATED ENROLLMENT
IN TENNESSEE PUBLIC INSTITUTIONS

INSTITUTIONS	STUDENT LEVEL	FALL 1997					FALL 1998					FALL 1999				
		Total	Black	White	Other	% Black	Total	Black	White	Other	% Black	Total	Black	White	Other	% Black

* Includes UTSI.
NOTE: Race categories may not add to total due to rounding

TABLE 3

FALL 1997 THROUGH FALL 1999 HEADCOUNT ENROLLMENT OF FIRST-TIME FRESHMEN
IN TENNESSEE PUBLIC INSTITUTIONS

INSTITUTIONS	FALL 1997					FALL 1998					FALL 1999				
	Total Freshmen	Black	White	Other	% Black	Total Freshmen	Black	White	Other	% Black	Total Freshmen	Black	White	Other	% Black
TBR UNIVERSITIES															
APSU	897	123	657	117	13.71%	1,060	201	727	132	18.96%	896	145	593	158	16.18%
ETSU	1,486	83	1,343	60	5.59%	1,499	83	1,352	64	5.54%	1,451	87	1,305	59	6.00%
MTSU	2,558	339	2,143	76	13.25%	2,575	319	2,167	89	12.39%	2,612	333	2,170	109	12.75%
TSU	1,145	1,040	94	11	90.83%	1,251	1,148	98	5	91.77%	1,368	1,261	94	13	92.18%
TTU	1,100	54	1,021	25	4.91%	1,044	53	966	25	5.08%	1,183	61	1,100	22	5.16%
UM	1,693	470	1,135	88	27.76%	1,773	555	1,145	73	31.30%	1,939	636	1,201	102	32.80%
TOTAL TBR UNIV W/TSU	8,879	2,109	6,393	377	23.75%	9,202	2,359	6,455	388	25.64%	9,449	2,523	6,463	463	26.70%
TOTAL TBR UNIV W/O TSU	7,734	1,069	6,299	366	13.82%	7,951	1,211	6,357	383	15.23%	8,081	1,262	6,369	450	15.62%
TBR COMMUNITY COLLEGES															
CSTCC	1,231	224	971	36	18.20%	1,189	215	928	46	18.08%	1,128	191	899	38	16.93%
CLSCC	554	23	507	24	4.15%	532	22	487	23	4.14%	468	24	423	21	5.13%
COSCC	844	65	727	52	7.70%	835	65	738	32	7.78%	837	61	719	57	7.29%
DSCC	502	78	413	11	15.54%	484	75	404	5	15.50%	448	73	370	5	16.29%
JSCC	571	143	424	4	25.04%	599	122	474	3	20.37%	708	162	533	13	22.88%
MSCC	792	52	725	15	6.57%	820	69	738	13	8.41%	783	49	721	13	6.26%
RSCC	883	24	850	9	2.72%	876	23	839	14	2.63%	942	21	896	25	2.23%
SSCC	830	631	184	15	76.02%	678	536	128	14	79.06%	676	548	116	12	81.07%
VSCC	1,160	113	990	57	9.74%	1,105	78	966	61	7.06%	1,155	104	1,012	39	9.00%
WSCC	888	39	838	11	4.39%	762	38	706	18	4.99%	797	40	738	19	5.02%
TOTAL TBR CC W/SSCC	8,255	1,392	6,629	234	16.86%	7,880	1,243	6,408	229	15.77%	7,942	1,273	6,427	242	16.03%
TOTAL TBR CC W/O SSCC	7,425	761	6,445	219	10.25%	7,202	707	6,280	215	9.82%	7,266	725	6,311	230	9.98%
UNIVERSITY OF TENNESSEE															
UTC	1,166	283	847	36	24.27%	1,264	273	951	40	21.60%	1,106	229	824	53	20.71%
UTK	3,795	232	3,392	171	6.11%	3,719	267	3,316	136	7.18%	4,068	321	3,588	159	7.89%
UTM	1,190	193	977	20	16.22%	1,205	227	955	23	18.84%	948	149	784	15	15.72%
UT TOTAL	6,151	708	5,216	227	11.51%	6,188	767	5,222	199	12.39%	6,122	699	5,196	227	11.42%
GRAND TOTAL W/TSU & SSCC	23,285	4,209	18,238	838	18.08%	23,270	4,369	18,085	816	18.78%	23,513	4,495	18,086	932	19.12%
GRAND TOTAL W/O TSU & SSCC	21,310	2,538	17,960	812	11.91%	21,341	2,685	17,859	797	12.58%	21,469	2,686	17,876	907	12.51%

TABLE 4
GEIER III.H. UPPER LEVEL ADMINISTRATIVE POSITIONS FILLED
FOR THE PERIOD NOVEMBER 1, 1998 THROUGH OCTOBER 31, 1999

INSTITUTION	POSITION TITLE	COLLEGE DIVISION OR DEPARTMENT	DATE FILLED	NO. OF APPLICANTS	RACE OF APPLICANTS				SEX OF APPLICANTS			APPOINTEE (Gender - Race)
					Black	White	Other	Unknown	Male	Female	Unknown	
TBR UNIVERSITIES												
APSU												
	Vice President	University Advancement	11/1/98	57	2	35	20	0	30	9	18	W/F
	Dean	Human Svcs/Nursing	7/1/99	28	3	11	14	0	5	9	14	B/F
	Dean	Graduate Studies	0730/1999	27	1	10	16	0	15	1	11	W/M
	Chair	Sociology	8/1/99	7	3	1	3	0	3	2	2	B/M
	Assist. Vice President	University Advancement	8/9/99	31	1	14	16	0	17	14	0	W/F
	Chair	Languages/Literature*	1/1/99	1	0	1	0	0	0	1	0	W/F
	Chair	Biology*	7/1/98	1	0	1	0	0	1	0	0	W/M
	Chair	Accounting*	9/1/98	1	0	1	0	0	1	0	0	W/M
	Chair	Political Science*	9/1/98	1	0	1	0	0	1	0	0	W/M
	Chair	Physics*	1/1/98	1	0	1	0	0	1	0	0	W/M
	*Appointment											
ETSU												
	Associate VP	Univ. Advancement	2/1/99	20	1	11	2	6	12	8	0	W/M
	Chair	Pathology	3/1/99	18	0	10	1	7	15	3	0	W/M
	Chair of Excellence	Business	5/1/99	18	1	17	0	0	17	1	0	W/M
	Assistant Dean	Director of Medical Library	1/2/99	24	0	9	3	12	8	16	0	O/M
	Chair	Curriculum & Instruction	7/1/99	32	2	8	1	21	17	15	0	W/F
	Chair	OB/GYN	5/1/99	15	0	10	0	5	15	0	0	W/M
	Chair	Criminal Justice	7/1/99	19	1	10	1	7	17	2	0	O/F
	Associate Dean	Special Programs / Internal Search	7/1/99	2	0	2	0	0	1	1	1	W/M
	Chair	Public Health	7/1/99	16	1	8	1	6	13	3	0	W/M
	Assistant Dean	Graduate Studies	4/1/99	3	0	3	0	0	3	0	0	W/M
	Chair	Health Related Prof. / Internal Search	7/1/99	2	0	2	0	0	1	1	0	W/M
	Chair	Foreign Languages	8/1/99	9	0	3	4	2	8	1	0	W/M
	Chair	Social Work	8/1/99	14	1	3	2	8	11	3	0	W/M
	Chair (interim)	Social Work	10/1/99	0	0	0	0	0	0	0	0	W/F
ETSU (con't)	Chair	Art & Design / Internal Search	5/1/99	2	0	1	1	0	1	1	0	O/M
	Chair (interim)	Mathematics / Internal Search	8/1/99	1	0	1	0	0	0	1	0	W/F
	Dean (interim)	University Libraries	7/1/99	1	0	1	0	0	0	1	0	W/F
	Dean (interim)	College of Business	7/13/99	1	0	1	0	0	1	0	0	W/M

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					Black	White	Other	Unknown	Male	Female	Unknown	
MTSU	Dean (interim)	Internal Medicine	1/1/99	1	0	1	0	0	1	0	0	W/M
	Dean (interim)	English	8/1/99	1	0	1	0	0	1	0	0	W/M
	Chair (interim)	Microbiology	1/1/99	1	0	1	0	0	1	0	0	W/M
	Dean (interim)	Environmental Health	8/1/99	1	0	1	0	0	1	0	0	W/M
	Vice President	Student Affairs	8/1/99	65	10	55	0	0	48	17	0	W/M
	Dean	Educational and Behavioral Science	8/1/99	39	3	24	12	0	29	10	0	B/F
	Dean	Business	8/1/99	42	1	3	38	0	41	1	0	W/M
	Asst. Dean	Judicial Affairs	7/1/99	107	25	51	31	0	60	47	0	B/F
	Chair	Math	8/1/99	9	0	8	1	0	7	2	0	W/M
	Associate V.P.	Business	7/1/99					0			0	W/M
	Russell Chair		7/1/99	46	0	46	0	0	46	0	0	W/M
TSU	Director	Graduation Enrollment Mgmt.	7/14/99	8	4	1	0	3	3	5	0	B/F
	Head	Agricultural Sciences	8/19/99	7	4	1	1	1	7	0	0	B/M
	Head	Art	8/16/99	8	1	4	0	3	5	3	0	B/M
	Head	Family and Consumer Sciences	8/16/99	3	2	1	0	0	0	3	0	B/F
	Head	Chemistry	8/16/99	10	3	2	3	2	10	0	0	B/M
	Head	Psychology	7/1/99	7	2	4	0	1	5	2	0	B/M
	Head	Physics and Mathematics	8/16/99	7	1	5	1	0	6	1	0	W/F
TSU (con't)	Head	Social Work and Sociology	8/15/99	11	3	1	3	4	10	1	0	B/M
	Head	Physical Therapy	10/1/99	1	1	0	0	0	0	1	0	B/F
	Director	Int'l Business	1/4/99	18	2	10	3	3	18	0	0	W/M
	V. P. (interim)	Univ. Relations & Dev.	10/18/99	1	1	0	0	0	1	0	0	B/M
	Dean (interim)	Allied Health	10/1/99	1	1	0	0	0	0	1	0	B/F
	Assit. VP (interim)	Univ. Relations	7/14/97	1	1	0	0	0	1	0	0	B/M
	Head (interim)	Occupational Therapy	9/1/97	1	0	1	0	0	1	0	0	W/M
	Head (interim)	Computer Sciences	8/4/99	1	0	0	1	0	1	0	0	O/M
	Head (interim)	Geog. Hist. & Pol. Sci.	7/1/99	1	0	1	0	0	1	0	0	W/M
	Head (interim)	Bus. Info. Systems	8/18/97	1	1	0	0	0	1	0	0	B/M
	Head (interim)	Education Admin.	8/1/99	1	0	1	0	0	1	0	0	W/M

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					Black	White	Other	Unknown	Male	Female	Unknown	
TTU	Head (interim)	Teaching & Learning	8/1/99	1	0	1	0	0	1	0	0	W/M
	Assoc. V.P.	Info. Technology Services	10/1/99	31	2	14	4	11	27	1	3	W/M
	Assoc. V.P. (interim)	Research	8/1/99	1	0	0	0	1	0	0	1	W/M
	Dean (interim)	College of Education	8/1/99	1	0	0	0	1	0	0	0	W/M
	Dean	College of Engineering	7/1/99	34	1	19	5	9	29	1	4	W/M
	Assoc. Dean (interim)	College of Education	8/1/99	1	0	1	0	0	1	0	0	W/M
	Assoc. Dean	College of Business	9/2/99	1	0	1	0	0	1	0	0	W/M
	Chair (interim)	Curriculum & Instruct.	8/1/99	1	0	1	0	0	1	0	0	W/M
	Chairperson	Mechanical Engineering	8/1/99	18	1	9	3	5	16	0	2	W/M
	Chair (interim)	Biology	8/1/99	1	0	1	0	0	1	0	0	W/M
	Chairperson	Industrial Technology	8/1/99	12	1	7	3	1	11	1	0	W/M
	Chair (interim)	Music & Art	8/1/99	1	0	1	0	0	0	1	0	W/F
UM	Director	School of Agriculture	8/15/99	10	1	8	0	1	9	1	0	W/M
								0				
	Asst. Dean	Teacher Education	8/23/99	5	3	2	0	0	1	4	0	W/F
	Associate Dean	Student Leadership	8/3/99	19	6	13	0	0	9	10	0	W/M
	Chairperson	Art	8/21/99	25	1	20	0	4	19	5	1	W/M
	Chairperson	Communications	8/21/99	33	4	28	0	1	25	8	0	W/M
	Associate Dean	College of Engineering	9/1/99	2	0	2	0	0	2	0	0	W/M
	Asst. Dean	College of Arts and Sciences	9/1/99	2	0	2	0	0	1	1	0	W/M
	Chairperson	Physics	8/21/99	2	0	1	1	0	2	0	0	O/M
	Chairperson	Mathematics	8/21/99	2	0	1	1	0	2	0	0	W/M
	Chairperson	Criminology and Criminal Justice	8/21/99	1	0	0	1	0	1	0	0	W/M
	Chairperson	Geology	8/21/99	2	0	2	0	0	0	2	0	W/M
UM (con't)	Faculty Director	Technology Advancement	8/21/99	1	0	1	0	0	1	0	0	W/M
	Associate V.P.	Advancement - Alumni Affairs	1/4/99	13	1	12	0	0	8	5	0	W/M
	Associate Dean	Faculty - FCBE	9/1/99	2	0	2	0	0	1	1	0	W/M
	Associate Director	CERI	1/1/99	10	0	7	0	3	8	2	0	W/F
	Director	Honor's Center	8/15/99	14	1	10	1	2	10	3	1	W/F
	Director	Social Work Division	9/1/99	11	2	1	1	7	8	3	0	B/M

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					Black	White	Other	Unknown	Male	Female	Unknown	
TBR COMMUNITY COLLEGES												
CSTCC	Associate V.P.	Academic Affairs	10/1/99	16	3	13	0	0	10	4	2	W/F
	Associate V.P.	Marketing	7/1/99	1	0	1	0	0	0	1	0	W/F
	Associate V.P.	Gov't, Comm & Public Affairs	7/1/99	1	0	1	0	0	0	1	0	W/F
	Dean	Business and Community Dev.	7/1/99	1	0	1	0	0	0	1	0	W/F
	V.P.	Institutional Adv.	7/1/99	1	1	0	0	0	0	1	0	B/F
CLSCC	None											
COSCC	Executive Director	Economic & Community Dev.	1/4/99	61	4	38	1	18	31	18	12	W/M
	Director	Humphrey Co. Center	1/25/99	3	0	3	0	0	2	1	0	W/F
	Division Chair Health Sciences Program	Director of Nursing	8/1/99	8	0	6	0	2	1	7	0	W/F
DSCC	Director	Human Resources	3/15/99	38	5	13	20	0	7	11	20	W/F
JSCC	Dean	Arts & Sciences	12/1/98	33	5	22	6	0	24	9	0	W/M
MSCC	Dean	Career Education	7/1/99	44	3	38	3	0	34	10	0	W/M
NSTI	Dean	Technologies	7/15/99	59	2	19	2	36	6	27	26	W/M
	Dept Head	Math & Natural Sciences	8/16/99	11	5	1	0	5	0	1	0	W/F
NSTCC												

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					Black	White	Other	Unknown	Male	Female	Unknown	
PSTCC	Acting Dean	Technical Education / Internal Transfer	7/1/99	1	0	1	0	0	1	0	0	W/M
	Dept Head (interim)	Engineering and Media Technologies *Internal Promotion	7/1/99	1	0	1	0	0	0	1	0	W/F
	Dept Head	Liberal Arts *Internal Promotion	7/1/99	1	1	0	0	0	1	0	0	B/M
RSCC	Dean	Humanities	8/2/99	8	0	7	1	0	3	5	0	W/M
SSCC	None											
STIM	Dean (interim)	Technologies	5/1/99	1	0	1	0	0	1	0	0	W/M
	Director	Human Resources	2/15/99	3	2	1	0	0	1	2	0	B/F
VSCC	None											
WSCC	None											
TBR CENTRAL OFFICE	Exec Director	Academic Affairs	1/4/99	22	3	12	0	7	12	3	7	B/F
	Renaissance Ctr											
	Vice Chancellor	Academic Affairs	2/1/99	13	4	3	0	6	3	4	6	B/M
	Vice Chancellor	Tennessee Tech Centers	8/23/99	34	3	18	0	13	21	1	12	W/M
	Assoc Vice Chanc	Community Colleges	9/1/99	30	10	13	0	7	12	12	6	W/M
	Assoc Vice Chanc	Academic Affairs	1/25/99	30	10	13	0	7	12	12	6	W/F
	Executive Director	Tech Prep	9/1/99	26	2	12	1	11	8	7	11	W/F

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					Black	White	Other	Unknown	Male	Female	Unknown	
UTC	Head	Human Ecology	7/1/99	8	0	8	0	0	1	5	2	W/F
	Head	Mathematics	8/1/99	17	0	12	4	1	9	0	8	W/M
UTK	Dean	Admissions & Records	2/1/99	65	6	37	2	20	43	20	2	W/M
	Associate Dean	Business Admin-Grad Programs (MBA)	9/1/99	2	0	2	0	0	1	1	0	W/F
	Head	Chemical Engineering	2/1/99	15	0	9	1	5	9	1	5	W/M
	Associate Dean*	Communications, Grad Studies & Research	6/1/99	3	0	3	0	0	1	0	2	W/M
	Associate Dean*	Communications, UG Studies and Advising	2/1/99	1	0	1	0	0	1	0	0	W/M
	Associate Dean	Human Ecology		34	0	20	13	1	17	15	2	W/F
	Director	Information Sciences, School of	6/1/99	10	0	5	0	5	3	2	5	W/F
	Assistant Dean	Law, Student Affairs	1/4/99	99	19	36	44	0	33	30	36	B/F
	Head *	Modern Foreign Languages and Literature	8/1/99	4	1	3	0	0	3	1	0	B/F
	Associate VC & Dean	University Outreach	5/1/99	50	30	18	0	2	32	17	1	W/M
	* Internal appointment											
UTM	Vice Chancellor	Academic Affairs	8/1/99	71	6	31	34	0	38	5	28	B/M
	Chair *	Art, Dance, Theater	8/1/99	3	0	3	0	0	2	1	0	W/M
	Chair *	Music	8/1/99	3	0	3	0	0	3	0	0	W/M
	Chair	Sociology, Anthropology, Social Work Criminal	8/1/99	27	3	10	14	0	13	4	10	W/F
	(*) Internal appointment											
UTMHSC	Chair	Family Medicine	8/1/99	7	0	6	1	0	6	1	0	W/M
	Chair *	Obstetrics & Gyn, Knox	10/1/99	2	0	2	0	0	2	0	0	W/M
UTMHSC (con't)	Chair *	Occupational Therapy	7/1/99	4	0	0	4	0	0	4	0	W/F

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					Black	White	Other	Unknown	Male	Female	Unknown	
INSTIT. OF AGRIC.	Head	Orthodontics	1/1/99	7	0	6	1	0	7	0	0	W/M
	Head	Surgery	6/1/99	39	2	36	1	0	39	0	0	W/M
	Chair *	Urology	5/15/99	1	0	1	0	0	1	0	0	W/M
	* Internal appointment											
	Assisstant Dean	Agric Experiment Station	5/1/99	11	0	11	0	0	10	1	0	W/M
	Dean	Agric Extension Service	10/18/99	15	0	15	0	0	13	2	0	W/M

TABLE 5

PROGRESS OF PUBLIC UNIVERSITIES AND COLLEGES TOWARD
ACHIEVING INTERIM ENROLLMENT OBJECTIVES

INST	STUDENT LEVELS	FALL 1997			FALL 1998			FALL 1999		
		% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED
APSU	Undergraduates	17.66	19.08	92.6%	18.96	19.08	99.4%	17.94	19.08	94.0%
APSU	Graduates	9.80	8.57	114.4%	8.05	8.57	94.0%	12.31	8.57	143.6%
ETSU	Undergraduates	4.73	4.02	117.7%	4.57	4.02	113.7%	4.53	4.02	112.7%
ETSU	Graduates	2.61	1.82	143.3%	3.27	1.82	179.9%	4.99	1.82	274.1%
ETSU	Medicine	9.64	8.81	109.4%	8.61	8.81	97.7%	9.75	8.81	110.6%
MTSU	Undergraduates	10.56	12.87	82.0%	10.82	12.87	84.1%	11.14	12.87	86.6%
MTSU	Graduates	7.96	6.69	119.0%	7.94	6.69	118.7%	8.03	6.69	120.0%
TSU	Undergraduates	18.82	50.00	37.6%	16.45	50.00	32.9%	15.40	50.00	30.8%
TSU	Graduates*	52.12	14.73	71.5%	49.80	14.73	67.1%	46.44	14.73	63.6%
TTU	Undergraduates	3.01	6.58	45.7%	3.35	6.58	50.9%	3.39	6.58	51.6%
TTU	Graduates	1.70	3.79	44.8%	1.60	3.79	42.2%	1.56	3.79	41.1%
UM	Undergraduates	29.46	39.18	75.2%	31.06	39.18	79.3%	32.82	39.18	83.8%
UM	Graduates	16.50	14.83	111.2%	18.31	14.83	123.5%	19.49	14.83	131.4%
UM	Law	9.82	9.21	106.7%	10.82	9.21	117.5%	10.48	9.21	113.8%
CSTCC	Undergraduates	13.67	15.59	87.7%	14.18	15.59	90.9%	14.98	15.59	96.1%
CLSCC	Undergraduates	4.59	5.71	80.4%	3.87	5.71	67.8%	4.36	5.71	76.3%
COSCC	Undergraduates	7.27	9.41	77.3%	7.03	9.41	74.7%	7.33	9.41	77.9%
DSCC	Undergraduates	14.90	17.03	87.5%	14.13	17.03	83.0%	14.31	17.03	84.0%
JSCC	Undergraduates	16.71	21.06	79.3%	16.95	21.06	80.5%	17.91	21.06	85.1%
MSCC	Undergraduates	5.64	5.61	100.5%	6.36	5.61	113.4%	6.29	5.61	112.1%
RSCC	Undergraduates	2.43	2.79	87.2%	2.65	2.79	94.8%	2.41	2.79	86.2%
SSCC	Undergraduates	30.72	54.27	56.6%	27.23	54.27	50.2%	25.96	54.27	47.8%
VSCC	Undergraduates	8.06	11.30	71.3%	8.08	11.30	71.5%	8.01	11.30	70.9%
WSCC	Undergraduates	3.70	3.08	120.2%	3.32	3.08	107.9%	2.91	3.08	94.4%
UTC	Undergraduates	15.15	15.71	96.4%	16.22	15.71	103.3%	16.53	15.71	105.2%
UTC	Graduates	9.24	6.64	139.1%	8.09	6.64	121.9%	9.44	6.64	142.1%
UTK	Undergraduates	5.10	11.03	46.2%	5.52	11.03	50.0%	5.90	11.03	53.5%
UTK	Graduates	4.98	4.66	106.8%	5.22	4.66	112.1%	5.29	4.66	113.6%
UTK	Law	8.25	7.60	108.5%	8.90	7.60	117.1%	9.75	7.60	128.2%
UTK	Vet. Medicine	1.62	8.15	19.9%	1.20	8.15	14.7%	0.78	8.15	9.6%
UTM	Undergraduates	13.87	18.34	75.6%	14.17	18.34	77.3%	13.41	18.34	73.1%
UTM	Graduates	10.10	8.56	118.0%	8.96	8.56	104.7%	7.30	8.56	85.3%
UTMHSC	Undergraduates	10.49	17.87	58.7%	6.21	17.87	34.7%	9.02	17.87	50.5%
UTMHSC	Graduates	11.55	9.04	127.7%	9.89	9.04	109.4%	9.78	9.04	108.2%
UTMHSC	Dentistry	5.25	8.54	61.4%	6.23	8.54	72.9%	8.44	8.54	98.8%

TABLE 5

PROGRESS OF PUBLIC UNIVERSITIES AND COLLEGES TOWARD
ACHIEVING INTERIM ENROLLMENT OBJECTIVES

INST	STUDENT LEVELS	FALL 1997			FALL 1998			FALL 1999		
		% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED
UTMHSC	Medicine	11.82	8.83	133.9%	14.72	8.83	166.7%	14.39	8.83	163.0%
UTMHSC	Pharmacy	11.50	9.71	118.4%	13.74	9.71	141.5%	15.21	9.71	156.6%

NOTE: Other race here means black for all institutions except TSU and SSCC. For TSU and SSCC it means white.

* TSU graduate goal is expressed as a % of black, but the % of objective achieved is based on "other race-white".

TABLE 6

PROGRESS OF PUBLIC UNIVERSITIES AND COLLEGES TOWARD
ACHIEVING INTERIM ADMINISTRATIVE OBJECTIVES

INSTITUTION	FALL 1997			FALL 1998			FALL 1999		
	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED
APSU	22.22	10.30	215.7%	21.43	10.30	208.0%	23.33	10.30	226.5%
ETSU	3.51	7.80	45.0%	3.45	7.80	44.2%	3.57	7.80	45.8%
ETSU MED.	28.57	7.80	366.3%	28.57	7.80	366.3%	40.00	7.80	512.8%
MTSU	18.75	8.00	234.4%	18.03	8.00	225.4%	19.05	8.00	238.1%
TSU	41.67	50.00	83.3%	36.73	50.00	73.5%	37.50	50.00	75.0%
TTU	5.56	7.00	79.4%	5.45	7.00	77.9%	5.56	7.00	79.4%
UM	11.65	7.20	161.8%	12.50	7.20	173.6%	10.19	7.20	141.5%
CSTCC	20.00	10.80	185.2%	16.67	10.80	154.3%	18.75	10.80	173.6%
CLSCC	0.00	5.80	0.0%	0.00	5.80	0.0%	0.00	5.80	0.0%
COSCC	33.33	10.00	333.3%	20.00	10.00	200.0%	16.67	10.00	166.7%
DSCC	10.00	12.00	83.3%	9.09	12.00	75.8%	0.00	12.00	0.0%
JSCC	16.67	9.80	170.1%	15.38	9.80	157.0%	30.77	9.80	314.0%
MSCC	8.70	8.20	106.0%	9.09	8.20	110.9%	9.52	8.20	116.1%
RSCC	18.18	4.20	432.9%	16.67	4.20	396.8%	16.67	4.20	396.8%
SSCC	47.83	56.40	84.8%	50.00	56.40	88.7%	50.00	56.40	88.7%
VSCC	25.00	8.10	308.6%	25.00	8.10	308.6%	28.57	8.10	352.7%
WSCC	11.11	6.00	185.2%	11.11	6.00	185.2%	11.11	6.00	185.2%
TBR SYSTEM	13.33	8.57	155.6%	18.75	8.57	218.8%	23.53	8.57	274.6%
UTC	10.92	8.60	127.0%	12.20	8.60	141.8%	10.43	8.60	121.3%
UTK	7.06	10.00	70.6%	8.06	10.00	80.6%	9.43	10.00	94.3%
UTM	3.17	12.20	26.0%	2.94	12.20	24.1%	3.85	12.20	31.5%
UTMHSC	9.20	9.70	94.8%	11.96	9.70	123.3%	14.42	9.70	148.7%
UTMCK	2.56	6.40	40.1%	0.94	6.40	14.7%	5.26	6.40	82.2%
INST. OF AGRIC.	2.17	3.60	60.4%	0.00	3.60	0.0%	0.00	3.60	0.0%
UT-WIDE	3.23	8.10	39.8%	4.65	8.10	57.4%	4.82	8.10	59.5%
THEC STAFF	20.00	9.00	222.2%	25.00	9.00	277.8%	25.00	9.00	277.8%

NOTE: Other race here means black for all institutions except TSU and SSCC. For TSU and SSCC it means white.

NOTE: Effective July 29, 1999, UT transferred its Knoxville Medical Center to a private, non-profit corporation, University Health Systems (UHS). UHS directs and controls all employees. Effective on the transfer date, all Medical Center employees are hired by UHS and are employees of the private corporation.

TABLE 7

PROGRESS OF PUBLIC UNIVERSITIES AND COLLEGES TOWARD
ACHIEVING INTERIM FACULTY OBJECTIVES

INSTITUTION	FALL 1997			FALL 1998			FALL 1999		
	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED
APSU	6.47	4.40	147.2%	6.57	4.40	149.3%	7.64	4.40	173.6%
ETSU	3.26	3.90	83.6%	3.05	3.90	78.2%	3.09	3.90	79.3%
ETSU MED.	3.57	3.90	91.6%	3.77	3.90	96.8%	4.81	3.90	123.3%
MTSU	6.25	6.70	93.3%	7.36	6.70	109.8%	7.45	6.70	111.1%
TSU	44.02	51.00	86.3%	45.66	51.00	89.5%	45.11	51.00	88.5%
TTU	3.56	2.80	127.2%	3.82	2.80	136.6%	3.70	2.80	132.3%
UM	6.06	5.20	116.6%	5.99	5.20	115.2%	7.02	5.20	135.0%
CSTCC	8.64	10.96	78.9%	9.52	10.96	86.9%	8.24	10.96	75.1%
CLSCC	5.00	8.00	62.5%	5.06	8.00	63.3%	5.19	8.00	64.9%
COSCC	6.12	8.10	75.6%	7.84	8.10	96.8%	9.00	8.10	111.1%
DSCC	6.00	10.20	58.8%	6.12	10.20	60.0%	8.33	10.20	81.7%
JSCC	9.47	8.50	111.5%	9.90	8.50	116.5%	9.00	8.50	105.9%
MSCC	8.97	8.00	112.2%	8.54	8.00	106.7%	6.98	8.00	87.2%
RSCC	4.96	4.40	112.8%	5.11	4.40	116.1%	5.30	4.40	120.5%
SSCC	63.85	65.10	98.1%	65.22	65.10	100.2%	64.22	65.10	98.6%
VSCC	12.00	12.00	100.0%	10.77	12.00	89.7%	11.63	12.00	96.9%
WSCC	6.90	10.10	68.3%	7.26	10.10	71.9%	8.13	10.10	80.5%
UTC	5.52	4.30	128.4%	5.08	4.30	118.1%	4.59	4.30	106.7%
UTK	3.48	2.70	128.9%	3.27	2.70	121.1%	3.32	2.70	122.9%
UTM	4.17	6.20	67.2%	4.23	6.20	68.2%	5.02	6.20	81.0%
UTMHSC	4.91	5.60	87.6%	4.56	5.60	81.4%	4.63	5.60	82.6%
UTMCK	2.75	5.10	53.9%	2.78	5.10	54.5%	3.01	5.10	59.1%
INST. OF AGRIC.	1.55	6.90	22.5%	1.52	6.90	22.0%	2.95	6.90	42.8%

NOTE: Other race here means black for all institutions except TSU and SSCC. For TSU and SSCC it means white.

TABLE 8

PROGRESS OF PUBLIC UNIVERSITIES AND COLLEGES TOWARD
ACHIEVING INTERIM PROFESSIONAL OBJECTIVES

INSTITUTIONS	FALL 1997			FALL 1998			FALL 1999		
	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED	% OTHER RACE	2000-01 OBJECT.	% OBJECT. ACHIEVED
APSU	13.83	9.60	144.1%	17.31	9.60	180.3%	18.45	9.60	192.2%
ETSU	6.92	7.20	96.1%	8.14	7.20	113.0%	6.59	7.20	91.6%
ETSU MED.	0.00	7.20	0.0%	1.61	7.20	22.4%	2.99	7.20	41.5%
MTSU	15.57	10.60	146.8%	13.16	10.60	124.1%	13.88	10.60	130.9%
TSU	29.19	39.00	74.9%	24.42	39.00	62.6%	24.86	39.00	63.7%
TTU	6.72	7.20	93.3%	6.29	7.20	87.4%	6.57	7.20	91.2%
UM	14.57	16.04	90.8%	15.28	16.04	95.3%	15.47	16.04	96.5%
CSTCC	11.54	10.10	114.2%	12.94	10.10	128.1%	15.19	10.10	150.4%
CLSCC	10.81	8.10	133.5%	11.11	8.10	137.2%	8.57	8.10	105.8%
COSCC	13.33	10.30	129.4%	12.50	10.30	121.4%	11.76	10.30	114.2%
DSCC	11.11	11.40	97.5%	10.53	11.40	92.3%	10.53	11.40	92.3%
JSCC	21.05	11.00	191.4%	22.73	11.00	206.6%	21.74	11.00	197.6%
MSCC	7.69	10.40	74.0%	7.69	10.40	74.0%	6.25	10.40	60.1%
RSCC	8.70	4.50	193.2%	11.32	4.50	251.6%	9.62	4.50	213.7%
SSCC	30.00	58.50	51.3%	30.00	58.50	51.3%	30.00	58.50	51.3%
VSCC	11.76	8.00	147.1%	14.04	8.00	175.4%	15.25	8.00	190.7%
WSCC	11.11	9.70	114.5%	10.00	9.70	103.1%	10.17	9.70	104.8%
TBR STAFF	15.15	11.92	127.1%	14.29	11.92	119.8%	10.81	11.92	90.7%
UTC	13.33	8.70	153.3%	10.84	8.70	124.6%	10.67	8.70	122.6%
UTK	5.94	7.80	76.2%	5.53	7.80	71.0%	6.65	7.80	85.3%
UTM	20.00	8.20	243.9%	20.97	8.20	255.7%	19.05	8.20	232.3%
UTMHSC	21.29	10.40	204.7%	20.74	10.40	199.5%	21.90	10.40	210.6%
UTMCK	2.16	5.70	38.0%	2.30	5.70	40.3%	3.46	5.70	60.8%
INST. OF AGRIC.	5.33	4.40	121.1%	5.06	4.40	115.0%	5.14	4.40	116.7%
UT-WIDE	5.53	7.30	75.8%	5.36	7.30	73.4%	6.02	7.30	82.4%
THEC STAFF	23.81	9.00	264.6%	26.92	9.00	299.1%	26.92	9.00	299.1%

NOTE: Other race here means black for all institutions except TSU and SSCC. For TSU and SSCC it means white.

NOTE: Effective July 29, 1999, UT transferred its Knoxville Medical Center to a private, non-profit corporation, University Health Systems (UHS). UHS directs and controls all employees. Effective on the transfer date, all Medical Center employees are hired by UHS and are employees of the private corporation.

TABLE 9

1996-97 THROUGH 1998-99 GRADUATES OF TENNESSEE PUBLIC INSTITUTIONS
BY DEGREE LEVEL

INSTITUTIONS	DEGREE LEVELS	1996-97					1997-98					1998-99				
		Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black
TBR UNIVERSITIES																
APSU	Certificate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Associates	143	30	97	16	20.98%	128	25	84	19	19.53%	136	40	81	15	29.41%
	Bachelors	766	112	626	28	14.62%	806	112	653	41	13.90%	761	126	575	60	16.56%
	Professional	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Masters	123	10	104	9	8.13%	126	11	110	5	8.73%	115	6	108	1	5.22%
	Educ. Spec.	13	2	11	0	15.38%	4	0	3	1	0.00%	8	0	7	1	0.00%
	Doctoral	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
Total	1,045	154	838	53	14.74%	1,064	148	850	66	13.91%	1,020	172	771	77	16.86%	
ETSU	Certificates	37	0	36	1	0.00%	33	0	31	2	0.00%	26	1	25	0	3.85%
	Associates	101	0	99	2	0.00%	116	0	113	3	0.00%	109	1	107	1	0.92%
	Bachelors	1,231	49	1,144	38	3.98%	1,296	51	1,211	34	3.94%	1,301	44	1,202	55	3.38%
	Professional	61	7	51	3	11.48%	56	4	50	2	7.14%	64	4	57	3	6.25%
	Masters	392	9	360	23	2.30%	390	14	361	15	3.59%	441	10	398	33	2.27%
	Educ. Spec.	7	0	7	0	0.00%	4	0	4	0	0.00%	1	0	1	0	0.00%
	Doctoral	26	2	24	0	7.69%	20	2	14	4	10.00%	30	3	26	1	10.00%
Total	1,855	67	1,721	67	3.61%	1,915	71	1,784	60	3.71%	1,972	63	1,816	93	3.19%	
MTSU	Certificates	9	2	7	0	22.22%	7	0	6	1	0.00%	4	0	4	0	0.00%
	Associate	5	1	4	0	20.00%	9	1	7	1	11.11%	4	0	3	1	0.00%
	Bachelors	2,139	198	1,892	49	9.26%	2,389	210	2,112	67	8.79%	2,270	197	2,003	70	8.68%
	Professional	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Masters	462	31	386	45	6.71%	469	28	398	43	5.97%	463	34	384	45	7.34%
	Educ. Spec.	43	7	36	0	16.28%	24	0	24	0	0.00%	26	1	25	0	3.85%
	Doctoral	10	0	7	3	0.00%	10	0	8	2	0.00%	12	1	10	1	8.33%
Total	2,668	239	2,332	97	8.96%	2,908	239	2,555	114	8.22%	2,779	233	2,429	117	8.38%	

TABLE 9

1996-97 THROUGH 1998-99 GRADUATES OF TENNESSEE PUBLIC INSTITUTIONS
BY DEGREE LEVEL

INSTITUTIONS	DEGREE LEVELS	1996-97					1997-98					1998-99				
		Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black
TSU	Certificates	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Associate	157	33	124	0	21.02%	90	20	68	2	22.22%	109	29	79	1	26.61%
	Bachelors	834	576	241	17	69.06%	822	593	207	22	72.14%	936	722	186	28	77.14%
	Professional	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Masters	356	141	185	30	39.61%	325	129	147	49	39.69%	385	138	211	36	35.84%
	Educ. Spec.	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Doctoral	26	11	15	0	42.31%	35	8	25	2	22.86%	45	10	33	2	22.22%
	Total	1,373	761	565	47	55.43%	1,272	750	447	75	58.96%	1,475	899	509	67	60.95%
TTU	Certificate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Associate	47	2	43	2	4.26%	27	0	26	1	0.00%	32	1	30	1	3.13%
	Bachelors	1,173	42	1,099	32	3.58%	1,233	26	1,167	40	2.11%	1,190	20	1,135	35	1.68%
	Professional	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Masters	284	10	248	26	3.52%	333	9	297	27	2.70%	333	6	288	39	1.80%
	Educ. Spec.	43	0	43	0	0.00%	69	1	68	0	1.45%	80	0	80	0	0.00%
	Doctoral	11	0	2	9	0.00%	3	0	1	2	0.00%	8	0	2	6	0.00%
	Total	1,558	54	1,435	69	3.47%	1,665	36	1,559	70	2.16%	1,643	27	1,535	81	1.64%
UM	Certificates	21	9	12	0	42.86%	13	6	7	0	46.15%	5	1	4	0	20.00%
	Associate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Bachelors	1,905	404	1,423	78	21.21%	1,789	391	1,316	82	21.86%	1,844	398	1,355	91	21.58%
	Professional	131	12	118	1	9.16%	153	12	138	3	7.84%	134	14	117	3	10.45%
	Masters	880	80	686	114	9.09%	941	103	715	123	10.95%	926	101	677	148	10.91%
	Educ. Spec.	12	3	9	0	25.00%	10	0	9	1	0.00%	11	2	9	0	18.18%
	Doctoral	113	8	84	21	7.08%	87	10	62	15	11.49%	99	9	76	14	9.09%
	Total	3,062	516	2,332	214	16.85%	2,993	522	2,247	224	17.44%	3,019	525	2,238	256	17.39%

TABLE 9

1996-97 THROUGH 1998-99 GRADUATES OF TENNESSEE PUBLIC INSTITUTIONS
BY DEGREE LEVEL

INSTITUTIONS	DEGREE LEVELS	1996-97					1997-98					1998-99				
		Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black
TOTAL TBR	Certificate	67	11	55	1	16.42%	53	6	44	3	11.32%	35	2	33	0	5.71%
UNIV.	Associate	453	66	367	20	14.57%	370	46	298	26	12.43%	390	71	300	19	18.21%
W/TSU	Bachelors	8,048	1,381	6,425	242	17.16%	8,335	1,383	6,666	286	16.59%	8,302	1,507	6,456	339	18.15%
	Professional	192	19	169	4	9.90%	209	16	188	5	7.66%	198	18	174	6	9.09%
	Masters	2,497	281	1,969	247	11.25%	2,584	294	2,028	262	11.38%	2,663	295	2,066	302	11.08%
	Educ. Spec.	118	12	106	0	10.17%	111	1	108	2	0.90%	126	3	122	1	2.38%
	Doctoral	186	21	132	33	11.29%	155	20	110	25	12.90%	194	23	147	24	11.86%
	Total	11,561	1,791	9,223	547	15.49%	11,817	1,766	9,442	609	14.94%	11,908	1,919	9,298	691	16.12%
TOTAL TBR	Certificate	67	11	55	1	16.42%	53	6	44	3	11.32%	35	2	33	0	5.71%
UNIV.	Associate	296	33	243	20	11.15%	280	26	230	24	9.29%	281	42	221	18	14.95%
W/O TSU	Bachelors	7,214	805	6,184	225	11.16%	7,513	790	6,459	264	10.52%	7,366	785	6,270	311	10.66%
	Professional	192	19	169	4	9.90%	209	16	188	5	7.66%	198	18	174	6	9.09%
	Masters	2,141	140	1,784	217	6.54%	2,259	165	1,881	213	7.30%	2,278	157	1,855	266	6.89%
	Educ. Spec.	118	12	106	0	10.17%	111	1	108	2	0.90%	126	3	122	1	2.38%
	Doctoral	160	10	117	33	6.25%	120	12	85	23	10.00%	149	13	114	22	8.72%
	Total	10,188	1,030	8,658	500	10.11%	10,545	1,016	8,995	534	9.63%	10,433	1,020	8,789	624	9.78%

TABLE 9

1996-97 THROUGH 1998-99 GRADUATES OF TENNESSEE PUBLIC INSTITUTIONS
BY DEGREE LEVEL

INSTITUTIONS	DEGREE LEVELS	1996-97					1997-98					1998-99				
		Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black
TBR COMMUNITY COLLEGES																
CSTCC	Certificate	60	3	56	1	5.00%	79	10	67	2	12.66%	61	10	49	2	16.39%
	Associate	551	46	501	4	8.35%	513	33	473	7	6.43%	546	58	470	18	10.62%
	Total	611	49	557	5	8.02%	592	43	540	9	7.26%	607	68	519	20	11.20%
CLSCC	Certificate	131	5	124	2	3.82%	118	8	107	3	6.78%	87	3	83	1	3.45%
	Associate	241	13	225	3	5.39%	265	9	251	5	3.40%	263	9	247	7	3.42%
	Total	372	18	349	5	4.84%	383	17	358	8	4.44%	350	12	330	8	3.43%
COSCC	Certificate	17	1	15	1	5.88%	41	1	38	2	2.44%	57	2	53	2	3.51%
	Associate	414	16	388	10	3.86%	403	23	373	7	5.71%	459	24	423	12	5.23%
	Total	431	17	403	11	3.94%	444	24	411	9	5.41%	516	26	476	14	5.04%
DSCC	Certificate	0	0	0	0	0.00%	1	0	0	1	0.00%	1	0	1	0	0.00%
	Associate	214	26	187	1	12.15%	178	17	157	4	9.55%	188	26	161	1	13.83%
	Total	214	26	187	1	12.15%	179	17	157	5	9.50%	189	26	162	1	13.76%
JSCC	Certificate	109	4	105	0	3.67%	165	6	157	2	3.64%	65	1	63	1	1.54%
	Associate	305	32	268	5	10.49%	334	34	297	3	10.18%	345	39	305	1	11.30%
	Total	414	36	373	5	8.70%	499	40	454	5	8.02%	410	40	368	2	9.76%
MSCC	Certificate	18	0	18	0	0.00%	7	0	7	0	0.00%	23	0	23	0	0.00%
	Associate	301	9	289	3	2.99%	297	11	284	2	3.70%	292	6	282	4	2.05%
	Total	319	9	307	3	2.82%	304	11	291	2	3.62%	315	6	305	4	1.90%
RSCC	Certificate	80	3	76	1	3.75%	82	1	80	1	1.22%	95	3	89	3	3.16%
	Associate	511	9	495	7	1.76%	455	8	442	5	1.76%	469	3	458	8	0.64%
	Total	591	12	571	8	2.03%	537	9	522	6	1.68%	564	6	547	11	1.06%

TABLE 9

1996-97 THROUGH 1998-99 GRADUATES OF TENNESSEE PUBLIC INSTITUTIONS
BY DEGREE LEVEL

INSTITUTIONS	DEGREE LEVELS	1996-97					1997-98					1998-99				
		Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black
SSCC	Certificate	123	41	81	1	33.33%	127	48	76	3	37.80%	198	75	119	4	37.88%
	Associate	413	249	157	7	60.29%	379	220	157	2	58.05%	323	186	129	8	57.59%
	Total	536	290	238	8	54.10%	506	268	233	5	52.96%	521	261	248	12	50.10%
VSCC	Certificate	115	4	108	3	3.48%	129	8	118	3	6.20%	85	5	76	4	5.88%
	Associate	383	21	359	3	5.48%	425	22	397	6	5.18%	444	19	411	14	4.28%
	Total	498	25	467	6	5.02%	554	30	515	9	5.42%	529	24	487	18	4.54%
WSCC	Certificate	225	9	214	2	4.00%	259	8	245	6	3.09%	316	1	313	2	0.32%
	Associate	493	21	468	4	4.26%	536	9	522	5	1.68%	460	12	445	3	2.61%
	Total	718	30	682	6	4.18%	795	17	767	11	2.14%	776	13	758	5	1.68%
TOTAL W/SSCC	Certificate	878	70	797	11	7.97%	1,008	90	895	23	8.93%	988	100	869	19	10.12%
	Associate	3,826	442	3,337	47	11.55%	3,785	386	3,353	46	10.20%	3,789	382	3,331	76	10.08%
	Total	4,704	512	4,134	58	10.88%	4,793	476	4,248	69	9.93%	4,777	482	4,200	95	10.09%
TOTAL W/O SSCC	Certificate	755	29	716	10	3.84%	881	42	819	20	4.77%	790	25	750	15	3.16%
	Associate	3,413	193	3,180	40	5.65%	3,406	166	3,196	44	4.87%	3,466	196	3,202	68	5.65%
	Total	4,168	222	3,896	50	5.33%	4,287	208	4,015	64	4.85%	4,256	221	3,952	83	5.19%

TABLE 9

1996-97 THROUGH 1998-99 GRADUATES OF TENNESSEE PUBLIC INSTITUTIONS
BY DEGREE LEVEL

INSTITUTIONS	DEGREE LEVELS	1996-97					1997-98					1998-99				
		Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black
UNIVERSITY OF TENNESSEE																
UTC	Certificate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Associate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Bachelors	1,196	116	1,028	52	9.70%	1,183	123	1,000	60	10.40%	1,219	142	1,029	48	11.65%
	Professional	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Masters	369	36	277	56	9.76%	323	25	269	29	7.74%	353	29	291	33	8.22%
	Educ. Spec.	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Doctoral	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Total	1,565	152	1,305	108	9.71%	1,506	148	1,269	89	9.83%	1,572	171	1,320	81	10.88%
UTK	Certificate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Associate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Bachelors	3,454	137	3,126	191	3.97%	3,339	148	3,033	158	4.43%	3,443	157	3,116	170	4.56%
	Professional	200	13	185	2	6.50%	213	13	194	6	6.10%	213	13	195	5	6.10%
	Masters	1,650	94	1,449	107	5.70%	1,692	100	1,499	93	5.91%	1,633	92	1,432	109	5.63%
	Educ. Spec.	15	3	11	1	20.00%	20	2	18	0	10.00%	22	1	21	0	4.55%
	Doctoral	295	10	226	59	3.39%	254	7	201	46	2.76%	255	13	205	37	5.10%
	Total	5,614	257	4,997	360	4.58%	5,518	270	4,945	303	4.89%	5,566	276	4,969	321	4.96%
UTM	Certificate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Associate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Bachelors	784	106	661	17	13.52%	812	118	679	15	14.53%	821	112	688	21	13.64%
	Professional	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Masters	85	9	70	6	10.59%	113	7	103	3	6.19%	108	9	92	7	8.33%
	Educ. Spec.	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Doctoral	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Total	869	115	731	23	13.23%	925	125	782	18	13.51%	929	121	780	28	13.02%

TABLE 9

1996-97 THROUGH 1998-99 GRADUATES OF TENNESSEE PUBLIC INSTITUTIONS
BY DEGREE LEVEL

INSTITUTIONS	DEGREE LEVELS	1996-97					1997-98					1998-99				
		Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black
UTMHSC	Certificate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Associate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Bachelors	232	36	190	6	15.52%	167	30	129	8	17.96%	151	7	130	14	4.64%
	Professional	302	32	248	22	10.60%	327	23	281	23	7.03%	329	25	277	27	7.60%
	Masters	62	11	46	5	17.74%	59	8	48	3	13.56%	72	10	52	10	13.89%
	Educ. Spec.	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Doctoral	30	1	17	12	3.33%	20	2	14	4	10.00%	17	0	9	8	0.00%
	Total	626	80	501	45	12.78%	573	63	472	38	10.99%	569	42	468	59	7.38%
TOTAL UT	Certificate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Associate	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0	0	0	0.00%
	Bachelors	5,666	395	5,005	266	6.97%	5,501	419	4,841	241	7.62%	5,634	418	4,963	253	7.42%
	Professional	502	45	433	24	8.96%	540	36	475	29	6.67%	542	38	472	32	7.01%
	Masters	2,166	150	1,842	174	6.93%	2,187	140	1,919	128	6.40%	2,166	140	1,867	159	6.46%
	Educ. Spec.	15	3	11	1	20.00%	20	2	18	0	10.00%	22	1	21	0	4.55%
	Doctoral	325	11	243	71	3.38%	274	9	215	50	3.28%	272	13	214	45	4.78%
	Total	8,674	604	7,534	536	6.96%	8,522	606	7,468	448	7.11%	8,636	610	7,537	489	7.06%

TABLE 9

1996-97 THROUGH 1998-99 GRADUATES OF TENNESSEE PUBLIC INSTITUTIONS
BY DEGREE LEVEL

INSTITUTIONS	DEGREE LEVELS	1996-97					1997-98					1998-99				
		Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black	Total Grads	Black Grads	White Grads	Other Grads	% Black
GRAND TOTAL	Certificate	945	81	852	12	8.57%	1,061	96	939	26	9.05%	1,023	102	902	19	9.97%
W/TSU &	Associate	4,279	508	3,704	67	11.87%	4,155	432	3,651	72	10.40%	4,179	453	3,631	95	10.84%
SSCC	Bachelors	13,714	1,776	11,430	508	12.95%	13,836	1,802	11,507	527	13.02%	13,936	1,925	11,419	592	13.81%
	Professional	694	64	602	28	9.22%	749	52	663	34	6.94%	740	56	646	38	7.57%
	Masters	4,663	431	3,811	421	9.24%	4,771	434	3,947	390	9.10%	4,829	435	3,933	461	9.01%
	Educ. Spec.	133	15	117	1	11.28%	131	3	126	2	2.29%	148	4	143	1	2.70%
	Doctoral	511	32	375	104	6.26%	429	29	325	75	6.76%	466	36	361	69	7.73%
	Total	24,939	2,907	20,891	1,141	11.66%	25,132	2,848	21,158	1,126	11.33%	25,321	3,011	21,035	1,275	11.89%
GRAND TOTAL	Certificate	822	40	771	11	4.87%	934	48	863	23	5.14%	825	27	783	15	3.27%
W/O TSU &	Associate	3,709	226	3,423	60	6.09%	3,686	192	3,426	68	5.21%	3,747	238	3,423	86	6.35%
SSCC	Bachelors	12,880	1,200	11,189	491	9.32%	13,014	1,209	11,300	505	9.29%	13,000	1,203	11,233	564	9.25%
	Professional	694	64	602	28	9.22%	749	52	663	34	6.94%	740	56	646	38	7.57%
	Masters	4,307	290	3,626	391	6.73%	4,446	305	3,800	341	6.86%	4,444	297	3,722	425	6.68%
	Educ. Spec.	133	15	117	1	11.28%	131	3	126	2	2.29%	148	4	143	1	2.70%
	Doctoral	485	21	360	104	4.33%	394	21	300	73	5.33%	421	26	328	67	6.18%
	Total	23,030	1,856	20,088	1,086	8.06%	23,354	1,830	20,478	1,046	7.84%	23,325	1,851	20,278	1,196	7.94%

TABLE 10

FALL 1993 AND SUMMER 1993 RETURNING FALL 1993 MATCHED TO GRADUATES 1993-94 THROUGH 1998-99

INSTITUTIONS	TOTAL NO. FIRST-TIME, FULL-TIME FRESHMEN	GRADS FROM ADMITTING INSTITUTION		GRADS FROM OTHER INSTITUTIONS		TOTAL MATCHES		NON-MATCHES	
		NO.	%	NO.	%	NO.	%	NO.	%
TOTAL POPULATION									
TBR Universities									
APSU	769	249	32.4%	41	5.3%	290	37.7%	479	62.3%
ETSU	1,245	404	32.4%	62	5.0%	466	37.4%	779	62.6%
MTSU	2,029	687	33.9%	104	5.1%	791	39.0%	1,238	61.0%
TSU	744	285	38.3%	13	1.7%	298	40.1%	446	59.9%
TTU	1,298	567	43.7%	101	7.8%	668	51.5%	630	48.5%
UM	1,622	517	31.9%	69	4.3%	586	36.1%	1,036	63.9%
Sub-total	7,707	2,709	35.1%	390	5.1%	3,099	40.2%	4,608	59.8%
University of Tennessee									
UTC	954	365	38.3%	71	7.4%	436	45.7%	518	54.3%
UTK	2,727	1,501	55.0%	150	5.5%	1,651	60.5%	1,076	39.5%
UTM	1,098	378	34.4%	107	9.7%	485	44.2%	613	55.8%
Sub-total	4,779	2,244	47.0%	328	6.9%	2,572	53.8%	2,207	46.2%
Total Universities	12,486	4,953	39.7%	718	5.8%	5,671	45.4%	6,815	54.6%
Two-Year Institutions									
CSTCC	813	116	14.3%	33	4.1%	149	18.3%	664	81.7%
CLSCC	475	75	15.8%	37	7.8%	112	23.6%	363	76.4%
COSCC	520	125	24.0%	30	5.8%	155	29.8%	365	70.2%
DSCC	352	59	16.8%	17	4.8%	76	21.6%	276	78.4%
JSCC	438	99	22.6%	18	4.1%	117	26.7%	321	73.3%
MSCC	590	118	20.0%	33	5.6%	151	25.6%	439	74.4%
NSTCC	466	90	19.3%	31	6.7%	121	26.0%	345	74.0%
NSTI	315	50	15.9%	6	1.9%	56	17.8%	259	82.2%
PSTCC	895	119	13.3%	46	5.1%	165	18.4%	730	81.6%
RSCC	692	127	18.4%	57	8.2%	184	26.6%	508	73.4%
SSCC	870	76	8.7%	25	2.9%	101	11.6%	769	88.4%
STIM	743	132	17.8%	16	2.2%	148	19.9%	595	80.1%
VSCC	721	119	16.5%	43	6.0%	162	22.5%	559	77.5%
WSCC	798	172	21.6%	30	3.8%	202	25.3%	596	74.7%
Total Two-Year	8,688	1,477	17.0%	422	4.9%	1,899	21.9%	6,789	78.1%

TABLE 10

FALL 1993 AND SUMMER 1993 RETURNING FALL 1993 MATCHED TO GRADUATES 1993-94 THROUGH 1998-99

INSTITUTIONS	TOTAL NO. FIRST-TIME, FULL-TIME FRESHMEN	GRADS FROM ADMITTING INSTITUTION		GRADS FROM OTHER INSTITUTIONS		TOTAL MATCHES		NON-MATCHES	
		NO.	%	NO.	%	NO.	%	NO.	%
BLACK ONLY									
TBR Universities									
APSU	162	49	30.2%	6	3.7%	55	34.0%	107	66.0%
ETSU	84	16	19.0%	2	2.4%	18	21.4%	66	78.6%
MTSU	313	87	27.8%	13	4.2%	100	31.9%	213	68.1%
TSU	655	260	39.7%	10	1.5%	270	41.2%	385	58.8%
TTU	41	15	36.6%	3	7.3%	18	43.9%	23	56.1%
UM	363	94	25.9%	18	5.0%	112	30.9%	251	69.1%
Sub-total	1,618	521	32.2%	52	3.2%	573	35.4%	1,045	64.6%
University of Tennessee									
UTC	145	40	27.6%	7	4.8%	47	32.4%	98	67.6%
UTK	174	77	44.3%	4	2.3%	81	46.6%	93	53.4%
UTM	196	65	33.2%	11	5.6%	76	38.8%	120	61.2%
Sub-total	515	182	35.3%	22	4.3%	204	39.6%	311	60.4%
Total Universities	2,133	703	33.0%	74	3.5%	777	36.4%	1,356	63.6%
Two-Year Institutions									
CSTCC	131	7	5.3%	1	0.8%	8	6.1%	123	93.9%
CLSCC	26	2	7.7%	0	0.0%	2	7.7%	24	92.3%
COSCC	46	5	10.9%	0	0.0%	5	10.9%	41	89.1%
DSCC	69	9	13.0%	1	1.4%	10	14.5%	59	85.5%
JSCC	84	13	15.5%	3	3.6%	16	19.0%	68	81.0%
MSCC	44	4	9.1%	1	2.3%	5	11.4%	39	88.6%
NSTCC	18	0	0.0%	0	0.0%	0	0.0%	18	100.0%
NSTI	102	4	3.9%	1	1.0%	5	4.9%	97	95.1%
PSTCC	60	5	8.3%	1	1.7%	6	10.0%	54	90.0%
RSCC	14	0	0.0%	1	7.1%	1	7.1%	13	92.9%
SSCC	592	47	7.9%	9	1.5%	56	9.5%	536	90.5%
STIM	355	54	15.2%	4	1.1%	58	16.3%	297	83.7%
VSCC	56	6	10.7%	1	1.8%	7	12.5%	49	87.5%
WSCC	47	7	14.9%	1	2.1%	8	17.0%	39	83.0%
Total Two-Year	1,644	163	9.9%	24	1.5%	187	11.4%	1,457	88.6%

TABLE 10

FALL 1993 AND SUMMER 1993 RETURNING FALL 1993 MATCHED TO GRADUATES 1993-94 THROUGH 1998-99

INSTITUTIONS	TOTAL NO. FIRST-TIME, FULL-TIME FRESHMEN	GRADS FROM ADMITTING INSTITUTION		GRADS FROM OTHER INSTITUTIONS		TOTAL MATCHES		NON-MATCHES	
		NO.	%	NO.	%	NO.	%	NO.	%
WHITE ONLY									
TBR Universities									
APSU	573	190	33.2%	35	6.1%	225	39.3%	348	60.7%
ETSU	1,108	370	33.4%	58	5.2%	428	38.6%	680	61.4%
MTSU	1,663	583	35.1%	88	5.3%	671	40.3%	992	59.7%
TSU	80	20	25.0%	3	3.8%	23	28.8%	57	71.3%
TTU	1,234	543	44.0%	95	7.7%	638	51.7%	596	48.3%
UM	1,196	402	33.6%	46	3.8%	448	37.5%	748	62.5%
Sub-total	5,854	2,108	36.0%	325	5.6%	2,433	41.6%	3,421	58.4%
University of Tennessee									
UTC	772	308	39.9%	63	8.2%	371	48.1%	401	51.9%
UTK	2,456	1,369	55.7%	142	5.8%	1,511	61.5%	945	38.5%
UTM	884	309	35.0%	95	10.7%	404	45.7%	480	54.3%
Sub-total	4,112	1,986	48.3%	300	7.3%	2,286	55.6%	1,826	44.4%
Total Universities	9,966	4,094	41.1%	625	6.3%	4,719	47.4%	5,247	52.6%
Two-Year Institutions									
CSTCC	665	107	16.1%	30	4.5%	137	20.6%	528	79.4%
CLSCC	442	71	16.1%	37	8.4%	108	24.4%	334	75.6%
COSCC	452	118	26.1%	30	6.6%	148	32.7%	304	67.3%
DSCC	282	50	17.7%	16	5.7%	66	23.4%	216	76.6%
JSCC	350	85	24.3%	15	4.3%	100	28.6%	250	71.4%
MSCC	537	112	20.9%	32	6.0%	144	26.8%	393	73.2%
NSTCC	444	90	20.3%	31	7.0%	121	27.3%	323	72.7%
NSTI	199	44	22.1%	4	2.0%	48	24.1%	151	75.9%
PSTCC	807	109	13.5%	41	5.1%	150	18.6%	657	81.4%
RSCC	671	126	18.8%	56	8.3%	182	27.1%	489	72.9%
SSCC	266	28	10.5%	16	6.0%	44	16.5%	222	83.5%
STIM	369	73	19.8%	12	3.3%	85	23.0%	284	77.0%
VSCC	649	110	16.9%	42	6.5%	152	23.4%	497	76.6%
WSCC	733	163	22.2%	29	4.0%	192	26.2%	541	73.8%
Total Two-Year	6,866	1,286	18.7%	391	5.7%	1,677	24.4%	5,189	75.6%

TABLE 11

FALL 1998 FIRST-TIME FULL-TIME FRESHMEN ENROLLED AT ANY LEVEL IN FALL 1999

UNIVERSITIES	FALL 1998 FRESHMEN			RETURNING IN 1999 AT ANY LEVEL					
	TOTAL	BLACK	WHITE	TOTAL	%	BLACK	%	WHITE	%
TBR UNIVERSITIES									
APSU	812	138	597	558	68.72%	94	68.12%	415	69.51%
ETSU	1,448	78	1,311	1,071	73.96%	53	67.95%	975	74.37%
MTSU	2,471	310	2,079	1,960	79.32%	260	83.87%	1,636	78.69%
TSU	1,231	1,134	92	1,016	82.53%	946	83.42%	66	71.74%
TTU	1,017	53	940	804	79.06%	39	73.58%	746	79.36%
UM	1,668	519	1,081	1,333	79.92%	410	79.00%	862	79.74%
TOTAL W/TSU	8,647	2,232	6,100	6,742	77.97%	1,802	80.73%	4,700	77.05%
TOTAL W/O TSU	7,416	1,098	6,008	5,726	77.21%	856	77.96%	4,634	77.13%
UNIVERSITY OF TENNESSEE									
UTC	1,231	272	921	1,044	84.81%	233	85.66%	780	84.69%
UTK	3,664	264	3,267	3,169	86.49%	215	81.44%	2,845	87.08%
UTM	1,126	227	876	853	75.75%	169	74.45%	667	76.14%
TOTAL UT	6,021	763	5,064	5,066	84.14%	617	80.87%	4,292	84.76%
GRAND TOTAL W/TSU	14,668	2,995	11,164	11,808	80.50%	2,419	80.77%	8,992	80.54%
GRAND TOTAL W/O TSU	13,437	1,861	11,072	10,792	80.32%	1,473	79.15%	8,926	80.62%

TABLE 12

FALL 1998 FIRST-TIME FULL-TIME FRESHMEN ENROLLED AS SOPHOMORES IN FALL 1999

UNIVERSITIES	FALL 1998 RETURNING IN 1999			RETURNING IN 1999 AS SOPHOMORES					
	TOTAL	BLACK	WHITE	TOTAL	%	BLACK	%	WHITE	%
TBR UNIVERSITIES									
APSU	558	94	415	377	67.56%	55	58.51%	290	69.88%
ETSU	1,071	53	975	477	44.54%	15	28.30%	437	44.82%
MTSU	1,960	260	1,636	835	42.60%	83	31.92%	722	44.13%
TSU	1,016	946	66	583	57.38%	542	57.29%	38	57.58%
TTU	804	39	746	338	42.04%	9	23.08%	321	43.03%
UM	1,333	410	862	793	59.49%	229	55.85%	522	60.56%
TOTAL W/TSU	6,742	1,802	4,700	3,403	50.47%	933	51.78%	2,330	49.57%
TOTAL W/O TSU	5,726	856	4,634	2,820	49.25%	391	45.68%	2,292	49.46%
UNIVERSITY OF TENNESSEE									
UTC	1,044	233	780	661	63.31%	138	59.23%	502	64.36%
UTK	3,169	215	2,845	1,714	54.09%	96	44.65%	1,552	54.55%
UTM	853	169	667	364	42.67%	32	18.93%	324	48.58%
TOTAL UT	5,066	617	4,292	2,739	54.07%	266	43.11%	2,378	55.41%
GRAND TOTAL W/TSU	11,808	2,419	8,992	6,142	52.02%	1,199	49.57%	4,708	52.36%
GRAND TOTAL W/O TSU	10,792	1,473	8,926	5,559	51.51%	657	44.60%	4,670	52.32%

TABLE 13

FALL 1997 FIRST-TIME FULL-TIME FRESHMEN ENROLLED AT ANY LEVEL IN FALL 1998 AND FALL 1999

UNIVERSITIES	FALL 1997 FRESHMEN			RETURNING IN 1998 ANY LEVEL						RETURNING IN 1999 ANY LEVEL					
	TOTAL	BLACK	WHITE	TOTAL	%	BLACK	%	WHITE	%	TOTAL	%	BLACK	%	WHITE	%
TBR UNIVERSITIES															
APSU	756	96	575	517	68.39%	61	63.54%	400	69.57%	436	57.67%	56	58.33%	336	58.43%
ETSU	1,418	82	1,278	1,099	77.50%	64	78.05%	994	77.78%	966	68.12%	43	52.44%	885	69.25%
MTSU	2,460	331	2,056	1,919	78.01%	275	83.08%	1,589	77.29%	1,727	70.20%	246	74.32%	1,435	69.80%
TSU	1,118	1,021	88	938	83.90%	872	85.41%	60	68.18%	811	72.54%	760	74.44%	47	53.41%
TTU	1,064	54	986	817	76.79%	40	74.07%	761	77.18%	749	70.39%	34	62.96%	701	71.10%
UM	1,591	442	1,070	1,251	78.63%	353	79.86%	838	78.32%	1,103	69.33%	314	71.04%	740	69.16%
TOTAL W/TSU	8,407	2,026	6,053	6,541	77.80%	1,665	82.18%	4,642	76.69%	5,792	68.89%	1,453	71.72%	4,144	68.46%
TOTAL W/O TSU	7,289	1,005	5,965	5,603	76.87%	793	78.91%	4,582	76.81%	4,981	68.34%	693	68.96%	4,097	68.68%
UNIVERSITY OF TENNESSEE															
UTC	1,133	278	821	936	82.61%	236	84.89%	671	81.73%	843	74.40%	220	79.14%	598	72.84%
UTK	3,732	230	3,335	3,213	86.09%	197	85.65%	2,882	86.42%	2,935	78.64%	187	81.30%	2,622	78.62%
UTM	1,098	191	888	834	75.96%	149	78.01%	671	75.56%	752	68.49%	139	72.77%	600	67.57%
TOTAL UT	5,963	699	5,044	4,983	83.57%	582	83.26%	4,224	83.74%	4,530	75.97%	546	78.11%	3,820	75.73%
TOTAL ALL W/TSU	14,370	2,725	11,097	11,524	80.19%	2,247	82.46%	8,866	79.90%	10,322	71.83%	1,999	73.36%	7,964	71.77%
TOTAL ALL W/O TSU	13,252	1,704	11,009	10,586	79.88%	1,375	80.69%	8,806	79.99%	9,511	71.77%	1,239	72.71%	7,917	71.91%

TABLE 14

FALL 1997 FIRST-TIME FULL-TIME FRESHMEN ENROLLED AS SOPHOMORES IN FALL 1998 AND JUNIORS IN FALL 1999

UNIVERSITIES	FALL 1997 FRESHMEN			RETURNING IN 1998 AS SOPHOMORES						RETURNING IN 1999 AS JUNIORS					
	TOTAL	BLACK	WHITE	TOTAL	%	BLACK	%	WHITE	%	TOTAL	%	BLACK	%	WHITE	%
TBR UNIVERSITIES															
APSU	756	96	575	366	48.41%	41	42.71%	293	50.96%	167	22.09%	18	18.75%	130	22.61%
ETSU	1,418	82	1,278	468	33.00%	11	13.41%	435	34.04%	316	22.28%	7	8.54%	290	22.69%
MTSU	2,460	331	2,056	835	33.94%	95	28.70%	717	34.87%	659	26.79%	73	22.05%	570	27.72%
TSU	1,118	1,021	88	542	48.48%	510	49.95%	29	32.95%	411	36.76%	387	37.90%	22	25.00%
TTU	1,064	54	986	328	30.83%	7	12.96%	316	32.05%	289	27.16%	9	16.67%	275	27.89%
UM	1,591	442	1,070	741	46.57%	197	44.57%	507	47.38%	478	30.04%	125	28.28%	329	30.75%
TOTAL W/TSU	8,407	2,026	6,053	3,280	39.02%	861	42.50%	2,297	37.95%	2,320	27.60%	619	30.55%	1,616	26.70%
TOTAL W/O TSU	7,289	1,005	5,965	2,738	37.56%	351	34.93%	2,268	38.02%	1,909	26.19%	232	23.08%	1,594	26.72%
UNIVERSITY OF TENNESSEE															
UTC	1,133	278	821	587	51.81%	149	53.60%	417	50.79%	284	25.07%	67	24.10%	205	24.97%
UTK	3,732	230	3,335	1,711	45.85%	93	40.43%	1,531	45.91%	1,491	39.95%	81	35.22%	1,341	40.21%
UTM	1,098	191	888	374	34.06%	26	13.61%	339	38.18%	319	29.05%	35	18.32%	277	31.19%
TOTAL UT	5,963	699	5,044	2,672	44.81%	268	38.34%	2,287	45.34%	2,094	35.12%	183	26.18%	1,823	36.14%
TOTAL ALL W/TSU	14,370	2,725	11,097	5,952	41.42%	1,129	41.43%	4,584	41.31%	4,414	30.72%	802	29.43%	3,439	30.99%
TOTAL ALL W/O TSU	13,252	1,704	11,009	5,410	40.82%	619	36.33%	4,555	41.38%	4,003	30.21%	415	24.35%	3,417	31.04%

TABLE 15

FALL 1996 FIRST-TIME FULL-TIME FRESHMEN ENROLLED AT ANY LEVEL IN 1997, 1998, AND 1999

UNIVERSITIES	FALL 1996 FRESHMEN			RETURNING IN 1997				RETURNING IN 1998				RETURNING IN 1999			
	TOTAL	BLACK	WHITE	BLACK	%	WHITE	%	BLACK	%	WHITE	%	BLACK	%	WHITE	%
TBR UNIVERSITIES															
APSU	801	113	624	72	63.72%	438	70.19%	58	51.33%	360	57.69%	49	43.36%	331	53.04%
ETSU	1,477	71	1,345	58	81.69%	999	74.28%	47	66.20%	892	66.32%	35	49.30%	793	58.96%
MTSU	2,170	245	1,854	186	75.92%	1,462	78.86%	169	68.98%	1,296	69.90%	144	58.78%	1,184	63.86%
TSU	1,063	990	67	803	81.11%	44	65.67%	721	72.83%	38	56.72%	663	66.97%	40	59.70%
TTU	1,105	54	1,032	37	68.52%	853	82.66%	29	53.70%	765	74.13%	28	51.85%	714	69.19%
UM	1,561	435	1,065	342	78.62%	833	78.22%	308	70.80%	739	69.39%	271	62.30%	675	63.38%
TOTAL W/TSU	8,177	1,908	5,987	1,498	78.51%	4,629	77.32%	1,332	69.81%	4,090	68.31%	1,190	62.37%	3,737	62.42%
TOTAL W/O TSU	7,114	918	5,920	695	75.71%	4,585	77.45%	611	66.56%	4,052	68.45%	527	57.41%	3,697	62.45%
UNIVERSITY OF TENNESSEE															
UTC	1,001	190	768	165	86.84%	641	83.46%	142	74.74%	566	73.70%	142	74.74%	535	69.66%
UTK	3,571	187	3,251	160	85.56%	2,787	85.73%	143	76.47%	2,580	79.36%	129	68.98%	2,453	75.45%
UTM	929	156	757	116	74.36%	603	79.66%	105	67.31%	518	68.43%	94	60.26%	491	64.86%
TOTAL UT	5,501	533	4,776	441	82.74%	4,031	84.40%	390	73.17%	3,664	76.72%	365	68.48%	3,479	72.84%
TOTAL ALL W/TSU	13,678	2,441	10,763	1,939	79.43%	8,660	80.46%	1,722	70.54%	7,754	72.04%	1,555	63.70%	7,216	67.04%
TOTAL ALL W/O TSU	12,615	1,451	10,696	1,136	78.29%	8,616	80.55%	1,001	68.99%	7,716	72.14%	892	61.47%	7,176	67.09%

TABLE 16

FALL 1996 FIRST-TIME FULL-TIME FRESHMEN ENROLLED AS SOPHOMORES IN 1997, JUNIORS IN 1998, AND SENIORS IN 1999

UNIVERSITIES	FALL 1996 FRESHMEN			1997 SOPHOMORES				1998 JUNIORS				1999 SENIORS			
	TOTAL	BLACK	WHITE	BLACK	%	WHITE	%	BLACK	%	WHITE	%	BLACK	%	WHITE	%
TBR UNIVERSITIES															
APSU	801	113	624	37	32.74%	313	50.16%	14	12.39%	150	24.04%	6	5.31%	106	16.99%
ETSU	1,477	71	1,345	14	19.72%	409	30.41%	12	16.90%	281	20.89%	6	8.45%	281	20.89%
MTSU	2,170	245	1,854	62	25.31%	646	34.84%	54	22.04%	519	27.99%	44	17.96%	481	25.94%
TSU	1,063	990	67	424	42.83%	21	31.34%	348	35.15%	13	19.40%	315	31.82%	15	22.39%
TTU	1,105	54	1,032	7	12.96%	425	41.18%	10	18.52%	331	32.07%	11	20.37%	299	28.97%
UM	1,561	435	1,065	189	43.45%	518	48.64%	119	27.36%	304	28.54%	106	24.37%	280	26.29%
TOTAL W/TSU	8,177	1,908	5,987	733	38.42%	2,332	38.95%	557	29.19%	1,598	26.69%	488	25.58%	1,462	24.42%
TOTAL W/O TSU	7,114	918	5,920	309	33.66%	2,311	39.04%	209	22.77%	1,585	26.77%	173	18.85%	1,447	24.44%
UNIVERSITY OF TENNESSEE															
UTC	1,001	190	768	81	42.63%	372	48.44%	41	21.58%	189	24.61%	43	22.63%	211	27.47%
UTK	3,571	187	3,251	67	35.83%	1,514	46.57%	52	27.81%	1,319	40.57%	46	24.60%	1,271	39.10%
UTM	929	156	757	27	17.31%	305	40.29%	28	17.95%	239	31.57%	31	19.87%	229	30.25%
TOTAL UT	5,501	533	4,776	175	32.83%	2,191	45.88%	121	22.70%	1,747	36.58%	120	22.51%	1,711	35.82%
TOTAL ALL W/TSU	13,678	2,441	10,763	908	37.20%	4,523	42.02%	678	27.78%	3,345	31.08%	608	24.91%	3,173	29.48%
TOTAL ALL W/O TSU	12,615	1,451	10,696	484	33.36%	4,502	42.09%	330	22.74%	3,332	31.15%	293	20.19%	3,158	29.53%

MEMORANDUM

TO: Members of the Desegregation Monitoring Committee
FROM: Catherine S. Mizell
DATE: March 30, 2000
SUBJECT: Report of Race Discrimination Suits Against The University of Tennessee

In accordance with the Committee's request, I submit the following report of race discrimination suits pending against The University of Tennessee during the period from November 1, 1998, through October 31, 1999:

1. *Paul Dodds v. The University of Tennessee at Chattanooga*, Hamilton County Chancery Court. Complaint by a white employee at Chattanooga alleges reverse race discrimination and retaliation.
PRESENT STATUS: Discovery in progress.
2. *Felipe Hernandez v. University of Tennessee, et al.*, U.S. District Court. Complaint by a black employee at Knoxville alleges racial harassment, race discrimination, and retaliation.
PRESENT STATUS: Closed. Agreed Order of Dismissal with prejudice filed with the Court on 2-14-00.
3. *Adam Kahn v. Board of Trustees, UT*, Weakley County Circuit Court. Complaint by a black applicant at Martin alleges race discrimination in failure to hire.
PRESENT STATUS: Closed. Dismissed with prejudice 2-4-00.
4. *Annie Lewis v. University of Tennessee Memphis*, U.S. District Court. Complaint by a black employee at Memphis alleges race discrimination with respect to work assignments and salary.
PRESENT STATUS: All claims against the University have been dismissed except a claim for failure to promote. Trial is scheduled for 2-20-01.
5. *Gerry McCuthison v. University of Tennessee*, U.S. District Court. Complaint by a black employee at Chattanooga alleges race discrimination and hostile environment.
PRESENT STATUS: Jury verdict for plaintiff. UT has appealed.

6. *Gerry McCuthison v. The University of Tennessee at Chattanooga and Dale L. McNeely*, U.S. District Court. Complaint by former black employee alleges race discrimination in termination of his employment, violation of due process and right of free speech, and breach of implied contract of employment.

PRESENT STATUS: Awaiting judgment on Motion to Dismiss.

7. *Samad Salehpour v. University of Tennessee, et al.*, Shelby County Circuit Court. Complaint by former student alleges race and national origin (Iranian) discrimination by the College of Dentistry.

PRESENT STATUS: Awaiting judgment on Motion for Summary Judgment.

8. *Perry Spray v. University of Tennessee*, U.S District Court. Complaint by a black employee at Memphis alleges discrimination on the basis of age (54), race, and gender.

PRESENT STATUS: Closed. Dismissed with prejudice.

CSM:mlg

STATE OF TENNESSEE
OFFICE OF THE
ATTORNEY GENERAL
425 FIFTH AVENUE NORTH
NASHVILLE, TENNESSEE 37243

MEMORANDUM

TO: DESEGREGATION MONITORING COMMITTEE

FROM: Kate Eyler
Deputy Attorney General

RE: Current Litigation Regarding Racial Discrimination
May, 2000

Date: April 18, 2000

Conley, A. Louvisia v. TBR, U.S.D.C., W.D. Tenn.

Title VII case. Plaintiff filed a discrimination charge with the EEOC on November 3, 1997. The EEOC issued a notice of right to sue on November 12, 1997. The State moved to dismiss the lawsuit because Plaintiff failed to file her complaint within the applicable 90 day statute of limitations. On March 22, 1999, the court granted the State's motion to dismiss. Plaintiff did not appeal.

Cowan, Johnny v. TBR & TSU, Davidson Chancery

Tennessee Human Rights Act, employment discrimination on the basis of race. Plaintiff has been employed in the TSU Police Department since 1985 as Security Officer II. He alleges that on four occasions since 1994 he has been denied promotions to supervisory positions because he is Caucasian. Plaintiff seeks promotion, back pay, damages for humiliation and embarrassment, attorneys' fees and discretionary costs. Plaintiff seeks permanent injunction restraining the defendant from engaging in racially discriminatory employment practices and requiring that the Board of Regents present a plan that will ensure that future hires and promotions will be carried out in a non-discriminatory manner. The case is in discovery.

Cox, Robert v. TBR, Shelby State, et al., U.S.D.C., W.D. Tenn.

Plaintiff, Robert Cox, alleges he was discriminated against because of his race in violation of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et seq. Plaintiff, a tenured professor, alleges that in August 1997, he was removed from the classroom, banned from attending department meetings, removed from his elected position as a department senator and given various other assignments with the "intent and purpose . . . to demean and degrade him to the point of resignation." Defendants filed charges against him and he was later terminated. Plaintiff complains that the hearing violated his constitutional right to due process as well as the termination process for tenured professors. Plaintiff also alleges that the use of his prior discrimination complaints during his termination hearing was retaliatory violating section 704(a) of the Civil Rights Act of 1964. Finally, Plaintiff complains that the discriminatory manner in which his contract was terminated violated the provisions of 42 U.S.C. § 1981. The State will file a motion to dismiss the lawsuit.

Dotson, Willie v. STIM, Shelby Chancery Court

Plaintiff filed a claim under Title VII for race discrimination and retaliation in United States District Court and Shelby Chancery Court. Plaintiff sought \$500,000 in compensatory damages in chancery court and \$500,000 in compensatory damages in federal court. Defendants filed a motion to dismiss in federal court which was granted. Plaintiff appealed to the Sixth Circuit which affirmed the United States District Court. The State anticipates filing a motion for dismissal in the Shelby Chancery Case.

Duncan v. Chattanooga State Community College, Hamilton County Chancery

Plaintiff who is white was involved in an altercation with a black subordinate. Plaintiff struck the subordinate; the subordinate responded. Plaintiff was discharged and the subordinate was suspended. Plaintiff argues her termination was racially motivated and points to the disparate punishment afforded her subordinate. Plaintiff claims back pay and compensatory damages as well as attorneys' fees (approximately \$1 million). The federal court dismissed Plaintiff's Title VII claim on summary judgment. Plaintiff did not appeal. Plaintiff has refiled this case in state court under the THRA. The case is set for trial in October of 2000. Plaintiff wants additional discovery.

LaFleur, v. Columbia State Community College, et al., U.S.D.C., M.D. Tenn.

Plaintiff is a former employee of Columbia State Community College where she was Coordinator of Academic Services. She was discharged on February 26, 1999. Plaintiff alleges under Title VII and 42 U.S.C. § 1983 she would not have been terminated from CSCC but for her race and sex. Plaintiff further alleges that she was paid less than white male and female coordinators with similar background, knowledge,

education and expertise. Plaintiff alleges discrimination based on her race with malice or reckless indifference to her rights under 42 U.S.C. § 1981. She wants her job back, back pay, tenure status and retirement benefits, compensatory damages, legal fees and expenses. She asks the court to enter mandatory preliminary and permanent injunctions enjoining the defendants from discriminating on the basis of race. The State will file a motion for summary judgment. The case is currently in discovery.

Nagarajan v. Floyd, et al., U.S.D.C., M.D. Tenn.

A university professor who was denied tenure and promotion sued for employment discrimination under Title VII, the Age Discrimination in Employment Act, 42 U.S.C. § 1983 and national origin. In addition to back pay, Plaintiff sought \$250,000 in compensatory and \$250,000 in punitive damages. The court issued its decision in July 1997 in favor of the Plaintiff. The State appealed the ruling to the Sixth Circuit and settled the case in Fall 1999 while the appeal was pending.

Nagarajan v. Scheick, et al., Davidson Chancery

Plaintiff sued several TSU officials and 25 TSU students. Plaintiff claims that the students in his TSU class made up false complaints about him and that TSU aided and abetted them. He alleged age, race and national origin discrimination, denial of due process of law, breach of contract, defamation and intentional infliction of emotional distress. Plaintiff sought \$60,000,000 punitive damages, court costs, interest, attorneys' fees. Plaintiff's complaint included confidential educational information about his students. The State successfully sought to strike and seal the confidential educational information in complaint. The case was dismissed in March of 2000.

Nagarajan v. Scheick, et al., U.S.D.C., M.D. Tenn.

This complaint mirrors the state case listed above. The State's motion to dismiss the lawsuit is pending in federal district court.

Mathis, Dolores v. TSU and TBR, U.S.D.C., M.D. Tenn.

Plaintiff is an African American Professor at TSU who uses a wheel chair. She claims she has been discriminated against because of her race. Plaintiff alleges that she has requested and was denied accommodations given to white disabled employees. Plaintiff also alleges TSU violated the ADA when it refused to accommodate her. Plaintiff has asked for unspecified injunctive relief as well as unspecified damages. Settlement negotiations are in progress.

***McCutcheon-Cousin v. NSTI*, U.S.D.C., M.D. Tenn.**

Plaintiff brings suit under Title VII, THRA and FMLA. Plaintiff claims she made or participated in an investigation against a supervisor of sexual harassment and race discrimination in hiring. She says she was retaliated against as a result. Since her problems at work began, Plaintiff has suffered some significant health problems which her doctors say are work related. Plaintiff claimed that when she took time off for these problems, she was fired in violation of the FMLA. Plaintiff wanted back pay, attorneys' fees and compensatory damages. There was no request for monetary relief, but Plaintiff, if successful, could have received the statutory cap for compensatory damages of \$300,000.00. This matter was tried in January of 1999 with a jury verdict for the Defendant, which Plaintiff did not appeal.

***Miller, Janice Brice v. Tennessee Board of Regents, East Tennessee State University*, U.S.D.C., E.D. Tenn.**

Plaintiff brought this lawsuit against the Tennessee Board of Regents claiming race discrimination under Title VII and age discrimination under the ADEA. Plaintiff seeks \$1,000,000 plus attorneys' fees. It took the Plaintiff over a year to serve the Defendants. The State moved to dismiss for ineffective service of process within the applicable time period, as well as Eleventh Amendment immunity under the ADEA. The court denied the motion to dismiss. The State's subsequent motion for summary judgment was denied with respect to Plaintiff's race claim and granted with regard to Plaintiff's age claim. The trial is set for Summer of 2000.

***Moore, Juan v. Univ. of Memphis, et al.*, Nevada First Judicial District Court**

Plaintiff lives in Las Vegas, Nevada, where he filed a complaint against the University of Memphis. Plaintiff has failed to allege how the University of Memphis has violated his rights. Plaintiff has asked for damages in the amount of "\$2 Billion per second increasingly by 14% hourly." The State has filed a motion to dismiss.

***Scott, Mack Edward v. ETSU, et al.*, U.S.D.C., E.D. Tenn.**

On August 16, 1998, Plaintiff filed this lawsuit against East Tennessee State University and others. Plaintiff is Mack Edward Scott, a black East Tennessee State University student, who was formerly the elected senator to the Student Government Association from the Kingsport Campus of ETSU. This suit was brought after Mr. Scott's name was removed from the SGA ballot and he was not allowed to run for the position of Senator from the Kingsport Campus because he did not take any classes at the Kingsport Campus.

Plaintiff alleged that he was not allowed to run because of his race in violation of Title VI. Plaintiff also sued individuals alleging violations of due process, free speech and association, and race discrimination. Plaintiff seeks \$1.5 million in punitive damages, \$3 million in compensatory damages, \$1 million in civil penalties, attorneys' fees, and costs. The court granted the State's motion for summary judgment, and Plaintiff has appealed to Sixth Circuit where the case is currently pending.

Shabazz, Myron v. Floyd Amann, et al., U.S.D.C., W.D. Tenn.

Plaintiff brings this action against Defendants in both their official and individual capacities pursuant to 42 U.S.C. § 1983, the 1st and 14th Amendments and Equal Protection Clause of the United States Constitution, and several state statutes. Plaintiff's claims arise from his expulsion from Shelby State Community College. Since November, 1996, Plaintiff had received numerous complaints from instructors, administrators, and students for disorderly conduct and conduct dangerous to others. Because of his activities, Plaintiff was temporarily suspended pending the outcome of his hearing on the complaints. Plaintiff did not participate in a hearing, but did file several documents contesting the charges against him. Plaintiff filed his lawsuit in federal court on October 7, 1997. The court granted the State's summary judgment motion, and Plaintiff is appealing.

Stewart v. TSU, U.S.D.C., M.D. Tenn.

This race discrimination claim is brought under Title VII. Plaintiff applied for the position of Assistant Dean of the College of Education at TSU. The Dean of the School of Education, recommended a white female (who was ultimately not selected). Plaintiff contends that he was discriminated against because it was the Dean's intention to place a white individual in the position to comply with Geier. Allegedly, the Dean said he was told to hire a white candidate to comply with Geier, but a black male was hired. Plaintiff has asked for back pay, attorneys' fees and \$300,000 in compensatory damages. No trial date has been set.

Toni Taylor v. Dept of F&A, et al., Davidson Chancery and U.S.D.C., M.D. Tenn.

Plaintiff has sued several state officials and alleges the state officials violated the THRA (sex and race), committed civil rights intimidation, violated civil service due process, Article I and 14th Amendment, 42 USC §§1983, 1988, Tennessee Constitution Article 1, Section 8.

Plaintiff's complaint includes allegations that she had to perform, along with her non-employee mother, janitorial duties not within her job description; was denied annual leave; did not receive pay in accordance with her job level; and so forth. Plaintiff sought \$300,000 compensatory damages, \$300,000 in punitive damages, attorneys' fees, costs

and an injunction. The case was removed to federal court and the State filed a motion to dismiss. The federal court dismissed the lawsuit, and Plaintiff did not appeal.

Walker, Blanchie v. Shelby State Community College and State of Tennessee, U.S.D.C., W.D. Tenn.

This is a jury trial claiming race discrimination under Title VII in which a terminated computer operator at Shelby State Community College is suing the College over her termination. The College terminated Plaintiff in November, 1997, under a reduction in force action, per Board policy, because of decreased enrollment and lack of funds. Plaintiff asserts she was terminated by the Director of Computer Services so the Director could hire a white female at a higher rate of pay. Trial is set for May of 2000, and the case is in settlement negotiations.

Ward, Wanda v. ETSU, et al., U.S.D.C., E.D. Tenn.

Plaintiff, a Ph.D., was hired on a tenure track contract in the College of Education. She had many problems and was told that her contract was not going to be renewed. She then filed a complaint of race and sexual harassment. Her complaint was found to be without merit. She filed this lawsuit in January of 1999. Plaintiff, if successful, could receive compensatory damages and back pay. The State's motion to dismiss was granted in part in March of 2000.

Wisdom, Edward v. TSU, et al., U.S.D.C., M.D. Tenn.

Plaintiff is a 59 year old African American who has been employed by TSU from 1973 to date. Plaintiff is Director of Management Information Services at TSU. Plaintiff alleges the Department's Directorship was filled by a white male on July 1, 1998, and he was not allowed to apply for one of three assistant directorships. Plaintiff concludes that, because a white male was hired for one of the assistant positions, the Department "effectively" demoted him and thus discriminated and retaliated against him in violation of Title VII, the Age Discrimination in Employment Act of 1973 and the Tennessee Human Rights Act. Plaintiff is still employed at TSU as Director of Management Information Services. The State has filed a motion to dismiss.

Wong-opasi v. State of Tennessee, TBR, TSU, et al.

Uthaiwan Wong-opasi has filed 13 lawsuits, in several jurisdictions, against the Tennessee Board of Regents, Tennessee State University, individuals at the Board and TSU and others (*i.e.*, judges, U.S. agencies, the Attorney General's Office, etc.). Race is not a specified cause of action in each case. Plaintiff was employed by TSU and has multiple EEOC charges pending against both TSU and TBR. Plaintiff brought several causes of action: (1) statute of frauds; (2) breach of duty; (3) bad faith breach of contracts; (4) tortious infliction of emotional distress; (5) denial of tenure; (6) unlawful termination; and (7) libel. The State has filed motions to dismiss which, in some cases, the courts have granted and Plaintiff has appealed in state and

federal court. In others, the State's motions to dismiss or for judgment on the pleadings are pending.

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